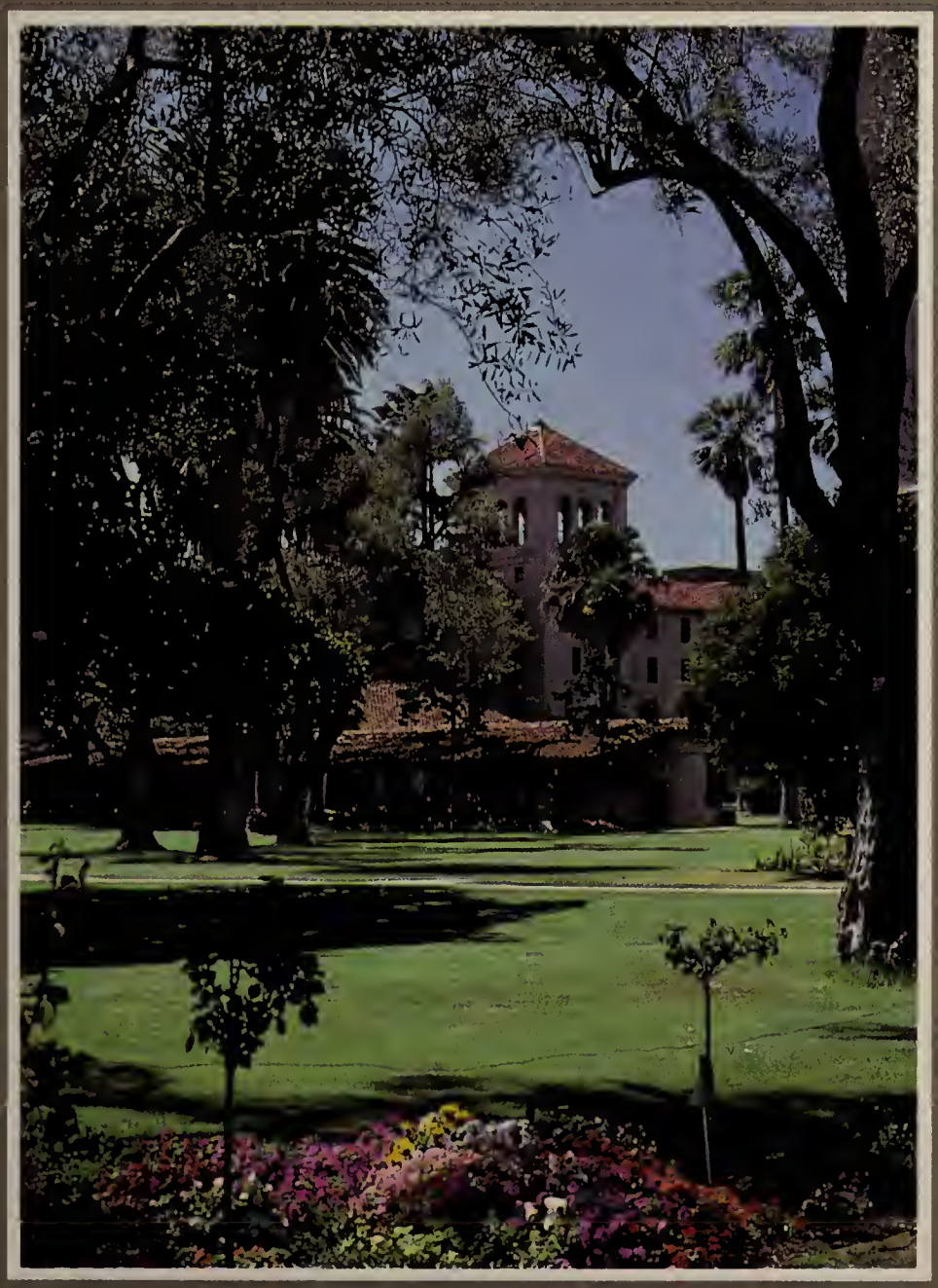
SANTA CLARA

Counseling Psychology and Education Graduate Programs 1985–1986



For information:

Division of Counseling Psychology
and Education
213 Bannan Hall
Santa Clara University
Santa Clara, California 95053
(408) 554-4355

Santa Clara University reserves the right to make program, regulation, and fee changes at any time without prior notice. The University strives to assure the accuracy of the information in this bulletin at the time of publication. However, certain statements contained in this bulletin may change or need correction.

Nondiscrimination Policy

Santa Clara University does not discriminate on the basis of race, color, age, religion, sex, marital status, handicap, national and/or ethnic origin, or veteran's status in the administration of its educational policies, admissions policies, scholarships and loan programs, athletic and other school-administered policies, as well as employment-related policies and activities. Additional information and copies of the Grievance Procedure are available in the Office of Student Services and the Personnel Department.

Certain types of records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded by law from inspection. Third parties shall not have access to education records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

SANTA CLARA UNIVERSITY

Division of Counseling Psychology and Education

Graduate Programs

1985–86

Santa Clara, California 95053

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Academic Calendar 1985–86

FALL QUARTER 1985

August 19–30	Monday-Friday	Mail registration
September 18	Wednesday	Walk-in registration and add period, 4:30–5:30 p.m.
September 23	Monday	Instruction begins
September 23–26	Monday-Thursday	Late registration and add period
October 1	Tuesday	Last day to petition for graduate degrees to be conferred in December 1985
November 16	Saturday	Comprehensive examination in Counseling Psychology
November 22	Friday	Last day to withdraw from classes
November 28–29	Thursday-Friday	Thanksgiving recess; academic and administrative holidays
December 2–5	Monday-Thursday	Fall quarter examinations
December 12	Thursday	Fall quarter grades due
December 24–25	Tuesday-Wednesday	Christmas recess; administrative holidays
December 31–January 1	Tuesday-Wednesday	New Year's recess; administrative holidays

WINTER QUARTER 1986

November 11–22	Monday-Friday	Mail registration
December 11	Wednesday	Walk-in registration and add period, 4:30–5:30 p.m.
January 6	Monday	Instruction begins
January 6–9	Monday-Thursday	Late registration and add period
January 15	Wednesday	Last day to petition for graduate degrees to be conferred in March 1986
January 20	Monday	Martin Luther King's Birthday; academic and administrative holiday
February 15	Saturday	Comprehensive examination in Counseling Psychology
February 17	Monday	Presidents' Day; academic and administrative holiday
March 7	Friday	Last day to withdraw from classes
March 17–20	Monday-Thursday	Winter quarter examinations
March 27	Thursday	Winter quarter grades due

SPRING QUARTER 1986

February 24–March 7	Monday-Friday	Mail registration
March 21	Friday	Walk-in registration and add period, 4:30–5:30 p.m.
March 28	Friday	Good Friday; administrative holiday
March 31	Monday	Instruction begins
March 31–April 3	Monday-Thursday	Late registration and add period
April 1	Tuesday	Last day to petition for graduate degrees to be conferred in June 1986
May 3	Saturday	Comprehensive examination in Counseling Psychology
May 26	Monday	Memorial Day; academic and administrative holiday
May 30	Friday	Last day to withdraw from classes
June 7	Saturday	Graduate commencement
June 9–12	Monday-Thursday	Spring quarter examinations
June 19	Thursday	Spring quarter grades due

SUMMER SESSION 1986

May 19–30	Monday-Friday	Mail registration
June 23	Monday	Instruction begins
June 23–26	Monday-Thursday	Late registration and add period
July 1	Tuesday	Last day to petition for graduate degrees to be conferred in August 1986
July 4	Friday	Independence Day; academic and administrative holiday
July 18	Friday	Last day to withdraw from classes
July 28–31	Monday-Thursday	Summer session examinations
August 7	Thursday	Summer session grades due

All dates are inclusive.

1

Santa Clara University

STATEMENT OF PURPOSE

Inspired by the love of God to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, Santa Clara University declares its purpose to be the education of the human person within the Catholic and Jesuit tradition.

The University is thus dedicated to:

- a community of highly qualified scholars, teachers, students, and administrators bound to an uncompromising standard of academic excellence;
- an education that, in its emphasis on undergraduate studies and its pursuit of selected high quality graduate and professional programs, stresses moral as well as intellectual values, an education of the whole person, an education seeking to answer not only "what is" but "what should be";
- an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious perception, yet a community enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to become fully human, but also to demonstrate the unity of all forms of knowledge and to enable students to assume leadership in the modern world;
- the encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge but also the creative use of knowledge;
- an academic community in which students, teachers, and administrators dedicated to academic freedom and united in the search for truth actively formulate and carry into effect the University's policies.

Board of Trustees
Santa Clara University
January 22, 1975

HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Spanish Franciscan missionary, Tomas de la Pena, to mark the founding of the eighth of California's original 21 missions, Santa Clara de Asís.

Three-quarters of a century elapsed before Santa Clara University, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stockraising, farming, and the building trades; the women, weaving and sewing; the boys, reading, music, and religious drama. From 1777 until Mexican government secularization on February 27, 1837, some 9,000 persons were baptized at the mission.

During the early period, the less solidly built mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third mission church, constructed of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth church, also adobe, was used temporarily from 1819 to 1825. The larger, fifth adobe mission with its quadrangle patio, was completed and dedicated August 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of that quadrangle.

The first site of Mission Santa Clara is marked by a California state historical landmark located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street and the third site at Campbell and Franklin streets. The fourth mission church stood between what are now Kenna Hall and the Delia Walsh Administration Building.

During the first three decades of the nineteenth century, the old mission enjoyed its most fruitful years. In 1827, well over 1,400 Indians lived within sound of the mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the guidance of the missionaries.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California missions. The Mexican War of Independence brought turmoil from 1810 to 1821 and resulted in a decrease in Franciscan personnel and donations-in-aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the mission padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco García Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the padres' resistance to governmental encroachment on the Indians' rights and property had little effect. Finally, full secularization of mission properties was imposed at Mission Santa Clara in early 1837. This action ended the effectiveness of the Franciscan missionary endeavor in Alta California. Within a few years, the mission buildings and the Indian lands, cattle, and sheep fell to civil officials and their friends.

In the early 1840s, a new people and a new way of life came to Alta California. Most of the immigrants were Anglo-Americans attracted by the rich lands of the Santa Clara Valley. In 1848, the Treaty of Guadalupe Hidalgo ceded California to the United States. Statehood was granted in 1850.

It was in this setting that Santa Clara opened its classroom doors in May 1851. The new Bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly Oregon missionaries, to open a college at Mission Santa Clara. During its first academic year, 1851–52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year, Santa Clara College received a charter of incorporation from the state of California.* In 1857, the college conferred its first collegiate degree, a Bachelor of Arts diploma, on Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the state of California. By 1858, new scientific apparatus arrived from Paris, and integrated courses in science as well as in the classics and in commercial subjects were offered.

Slow and steady growth followed, and distinguished graduates became prominent members of California life. It was not until 1912, however, that the Schools of Law and Engineering were founded. In that same year, courses in the Humanities and the Sciences were expanded, and the college became the University of Santa Clara. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also expanded in 1926, and the University's School of Business and Administration began. In that same year, the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

From the 1930s through World War II, the University's enrollment was relatively stable. The return of many veterans resulted in an enlarged student body and new resources. In 1947, for the first time in the University's history, enrollment broke the one-thousand mark. From the postwar period to the present, the face of the campus has been changing and expanding. In 1961, the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic coeducational institution of higher learning in California. Thanks to the generous support of many friends, 23 new buildings have been added to match the growth in enrollments. Still newer facilities—the Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Student Health Center—were completed in the early 1970s.

Although the student body has grown rapidly in the past decade, it has been held relatively small: 3,600 undergraduates and 3,600 graduate and law students. Since 1960, the number of courses taught has more than doubled and educational opportunities at all levels have increased.

*THE UNIVERSITY'S LEGAL NAME is *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California.* For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501 (c)(3)(ii) tax-exempt organization and it is not classified as a private foundation under section 509(a) of the IRS Code.

In 1964, the University adopted the Santa Clara Plan, an academic plan and calendar that divide the school year into three eleven-week terms and limit the number of courses a student may take to three or four in each quarter.

As an independent University supported by tuition and gifts, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, Santa Clara University, the first institution to offer classes in higher learning on the West Coast, continues its mission heritage of service by helping its students equip themselves with advanced knowledge and humanistic values. Academic excellence in a well-balanced human being is the University's goal.

CAMPUS LOCATION

Santa Clara University is 46 miles from San Francisco, near the southern tip of the Bay, in an area rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland, and Marin County are within one-hour's travel by bus, train, or car. In the opposite direction, the Pacific beaches of Santa Cruz are about 30 minutes away; the world-famous Monterey Peninsula and Carmel are two hours away.

The University is accessible by major airlines via San Jose International Airport, which is three miles from campus, and via San Francisco and Oakland International airports.

Santa Clara has a moderate Mediterranean climate. Over a period of 67 years, the average maximum temperature was 71.4 degrees and the average minimum, 41.6 degrees. The sun shines an average of 293 days per year, and the average annual rainfall is about 15 inches.

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Admissions

GENERAL REQUIREMENTS

Admission to these graduate programs is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character.

A student who has been disqualified in any college or school of Santa Clara University is ineligible for admission to these graduate programs.

Foreign-born students and all students for whom English is not their first language are required to take the Test of English as a Foreign Language and to submit their scores before a decision on their applications can be made. Arrangements for this test (TOEFL) can be made through the Educational Testing Service, Box 899, Princeton, New Jersey 08540, USA.

ADMISSIONS PROCESS

Students may apply for degree status or for nondegree status. Degree status refers to students admitted by letter into a degree, credential, certificate, or pre-license program offered by the Division. Nondegree status refers to students admitted by letter, not to one of these programs, but to one or several courses offered by the Division.

DEGREE STATUS

To apply for degree status, submit the following documents to the Division Office. *All forms are available from the Assistant Dean's Office, 213 Bannan Hall, (408) 554-4355.*

1. Two signed copies of application form (gold form)
2. Two copies of official transcripts from each school attended (Include community colleges; do not include transcripts listing only extension courses.)
3. Application fee (check payable to Santa Clara University)
4. Three letters of recommendation, preferably on the Santa Clara form
5. A photo for identification (no set size or format.)
6. Statement of purpose to include: (a) degree or credential sought; (b) experience report—an overview of education, professional, and volunteer work, organizational involvement, homemaking, travel, language skills, and other life experience relevant to the proposed program of study; (c)

goal of study and how and where one intends to use the training to be obtained in the program

7. GRE or MAT scores. Applicants seeking admission to degree status or to the pre-service credential program must submit scores from either the Graduate Record Examination Aptitude Test or the Miller Analogies Test. The applicant may choose which test to take. For a sheet describing these tests, their frequency, sites, cost, and score-return schedule, contact the Division Office, 213 Bannan Hall, (408) 554-4355.
8. Pre-Service and Pupil Personnel Credential candidates (a) must take the California Basic Educational Skills Test (CBEST) on application to the credential program with satisfactory performance required before the credential is awarded; and (b) must show evidence of absence of criminal conviction that would preclude the issuance of a credential.

Applications for admission may be filed at any time. Deadlines are May 1 for summer session and fall quarter, November 1 for winter quarter, and February 1 for spring quarter.

The basic teaching credential programs accept pre-service students for fall quarter only, with an application deadline of May 1. May 1 is also the deadline to submit CBEST scores, which are required of all applicants to credential programs.

NONDEGREE STATUS

To apply for nondegree status submit the following documents to the Division Office. *All forms are available from the Assistant Dean's Office, 213 Bannan Hall, (408) 554-4355.*

1. Application form (green form)
2. A copy of all major transcripts
3. Application fee (same as for degree status and applicable later for that status); check payable to Santa Clara University
4. Experience report: overview of education, professional and volunteer work, organizational involvement, homemaking, travel, and language abilities.

Application deadlines are November 1, February 1, May 1, and August 1.

Acceptance into nondegree status does not imply acceptance to a program.

No more than 10 quarter units can be taken in nondegree status or later be transferred into a graduate program at this University. Nondegree or special students must inform the Division Office each time they wish to register for a term.

All application documents must be sent to the Division Office, 213 Bannan Hall, Santa Clara University, Santa Clara, California 95053. Decisions on admission to either status are sent by mail. No specific reasons will be given in case of rejection, and no information will be given by telephone.

ACADEMIC ADVISERS

After being admitted to *degree status*, students are strongly urged to seek the guidance of an academic adviser. Usually the program director serves in this capacity, but students are free to select any full-time faculty member as their adviser.

It is the adviser's task to approve transfer credits when appropriate, to waive required courses under certain circumstances, and to encourage prudent sequencing of courses. Students should inform the Assistant Dean of their choice of academic adviser so that it may be recorded on the student's permanent record card.

ENTERING NEW COURSES

Students may enter a course only during the first week of classes in the term.

GRADUATE TRANSFER OF CREDIT

Up to 10 quarter units (or 6 semester credits) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at Santa Clara University, provided the following stipulations are met:

1. Grades with an equivalent of B or better must have been earned in the graduate courses.
2. Transfer credit will be given only for those courses considered to be equivalent to courses at Santa Clara.
3. Extension and continuing education credits are usually ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
4. Only academic work will be considered for transfer credit. Work experience, missionary experience, teaching experience, and similar experiences will not receive graduate credit at Santa Clara.
5. Graduate work that was completed five or more years prior to the date appearing on the student's letter of acceptance is usually ineligible for transfer credit. At the adviser's discretion, a student may be required to repeat a course taken as long as five years before matriculation.

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Academic Regulations

ACADEMIC INTEGRITY

The University is committed to academic excellence and integrity. Students are expected, therefore, to do their own work and to cite any sources they use. A student who is guilty of dishonest practices in an examination, paper, or other required work for a course will receive a grade of F on that work. In certain circumstances the student may also receive a grade of F for the course and/or be dismissed from the University.

GRADING SYSTEM

Plus (+) and minus (−) suffixes are incorporated with letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A	4.0	C−	1.7	P	Pass
A−	3.7	D+	1.3	NP	Not Passed
B+	3.3	D	1.0	NR	Not Reported (assigned
B	3.0	D−	0.7		in the Registrar's Office)
B−	2.7	F	0	R	Repeat (no credit)
C+	2.3	W	Withdrawn	AUD	Audit
C	2.0	I	Incomplete		

To calculate the grade point average, divide the total number of earned grade points by the number of units that have been attempted (marked "U.A." on grade card and transcript); a B average is 3.0.

ACADEMIC PERFORMANCE

A grade point average of 3.0 (B or better) is required in all programs. Students falling below this average must make up the deficiency within their following two courses in order to continue in the program. Students who receive a grade of D or F or who fail to maintain the required grade point average will be disqualified.

If, in the judgment of the instructor, absences affect academic performance, the instructor may make additional assignments. Student absences may also affect the final course grade.

INCOMPLETES

Graduate students are expected to complete all academic work within the designated time limits. A grade of Incomplete may be granted only for a genuine emergency.

In such cases, a student may request a grade of Incomplete, subject to approval by the instructor. The unfinished work must be completed to the satisfaction of the instructor before the end of the next scheduled quarter, whether or not the student is registered during that quarter, unless a written extension has been granted prior to the due date. This approval must be on file in the student's academic folder in the Division Office, 213 Bannan. Summer session is not regarded as a quarter.

Make-up work must be in the hands of the instructor no later than two weeks before the end of the quarter, so that the instructor may meet the grade submission deadline. The instructor files a Change of Grade form with the Division Office, for recording there and for immediate transmittal to the Registrar's Office.

A student with three or more unresolved Incompletes will not be permitted to register for further courses until all Incompletes have been removed.

LEAVE OF ABSENCE OR WITHDRAWAL

To withdraw from the University, a student must submit a withdrawal form to the Division Office, 213 Bannan Hall.

Degree-status students who interrupt their course of studies for up to one year need not re-apply on their return. Summer session is not considered a term.

Degree-status students who interrupt their course of studies for more than one year must withdraw from the University. In order to return, they must file a new application form, but without a fee. Such application forms should be filed by the May 1, November 1, and February 1 application deadlines. These applications for readmission will be subject to the admission requirements and procedures established for persons applying for the first time.

Withdrawal from the University is not officially complete until students clear all of their financial obligations with the Office of Student Accounts. Students on deferments or National Direct Student Loans must also clear their financial obligations with the Office of Credit and Collections.

COURSE LOAD

No student will be permitted to carry more than 15 graduate quarter units in a single quarter. No student may carry more than 10 quarter units during summer session. Any student carrying fewer than 9 quarter units will be considered a part-time student.

CHALLENGING COURSES

Students may challenge certain courses to satisfy specific requirements for a degree or credential program. However, units earned in this manner may not be counted toward the total needed for the degree or credential or used to satisfy the residency requirements.

To challenge a course, students must (1) have completed at least 15 quarter units at Santa Clara, (2) have a cumulative grade point average of at least 3.2, and (3) have received the permission of the instructor of the course, the program director, and the Dean.

Challenge examinations may be either oral or written, as determined by the instructor. Challenged courses may not be taken on a pass/not pass basis, and no more than one course may be challenged each term.

A fee of $50.00 is charged for each course challenged.

AUDITING COURSES

Students accepted into degree or credential programs may audit one course per quarter, and no more than three courses may be audited during a student's degree or credential program. Permission to audit a course will be given only at the end of the late registration period and only if space is available in the class. No credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the notation AUD. Students must pay full tuition for auditing a course.

TRANSFER WITHIN COUNSELING PROGRAMS

A student who wishes to transfer from one Counseling Psychology program to another (e.g., from the M.A. in Counseling to the M.A. in Marriage, Family, and Child Counseling) must submit a written request to the director of Counseling Psychology programs. The request must contain one or more reasons for the proposed change. *Transfer of programs is not automatic.* The director will present the request to the faculty for review and decision. The faculty decision will be transmitted by letter to the student. The date of the letter will be the effective date of the transfer.

The requirements for the new degree program will be those printed in the Division bulletin current at the date of the transfer letter. All requirements for the new degree program must be completed within five calendar years from the beginning of the quarter or session into which the student was originally accepted.

GRADUATION REQUIREMENTS

The minimum number of graduate quarter units of credit required for the Master of Arts degree or for the teaching credentials is 45. The maximum is 72. Course requirements are described under each program heading in the following pages. For the Master of Arts degrees, for the Master of Science in the Teaching of Mathematics (MSTM), and for the teaching credential programs, the candidate must maintain at least a 3.0 grade point average.

All requirements for any degree or credential must be completed within a five-year period. Requests for extension beyond this period must be submitted in writing to the student's program director.

Candidates for a master's degree must file a Petition to Graduate. Petitions must be filed with the Office of the Assistant Dean, 213 Bannan Hall, by the third Friday of the quarter in which the candidate plans to graduate. Candidates

for graduation during summer session must file by the third Friday of spring quarter. A late fee of $2.00 per day (to a maximum of $50.00) will be charged for failure to meet these deadlines.

After a petition is filed, the candidate's academic record will be reviewed by the Office of the Assistant Dean. Candidates whose eligibility to graduate is in question will be notified. A candidate who fails to meet all requirements for graduation by the expected date must file a new petition to graduate.

A graduation fee of $30.00 will be charged to the student's account in the Business Office to cover cap and gown rental, diploma, and other graduation expenses. Details concerning participation in the commencement exercises are handled by the Office of Student Services.

4

Academic Information

STUDENT RECORDS

University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Accordingly, the University will release "directory information" to any person on request, unless a student requests in writing that directory information be held private. Directory information is designated as:

1. Student's name
2. Sex
3. Address (campus, local and/or permanent)
4. Telephone number
5. Date and place of birth
6. Major field of study, classification, dates of attendance, degrees, and honors received
7. Most recent previous educational institution attended
8. Participation in officially recognized activities, including intercollegiate athletics
9. Name, weight, and height of participants on intercollegiate athletic teams

During the academic year, students may request in writing to the Office of the Vice President for Student Services, that directory information be held private. Once filed, the request remains in effect for the remainder of that academic year only.

Certain types of records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. A Parents' Confidential Statement of the College Scholarship Service is also excluded by law from inspection. Third parties shall not have access to educational records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

Students may inspect their records at the following offices:

1. Official academic records, including application forms, admissions transcripts, letters of acceptance and a student's permanent Academic Record are on file and maintained in the Registrar's Office.
2. Working academic files are also maintained by the Dean of a School or College in their respective offices.
3. Records related to a student's nonacademic activities are maintained in the Office of the Vice President for Student Services.

4. Records relating to a student's financial status with the University are maintained in the Office of Student Financial Services.

Students may direct complaints regarding academic records to the Dean of the College or School in which the student is enrolled or to the Registrar. Students having questions regarding the policy on the privacy of records should contact the University Registrar, Walsh Administration Building.

SUMMER SESSION

In the six-week summer session, June-July, the Division of Counseling Psychology and Education offers many courses needed to fulfill requirements for Counseling Psychology and Education degrees and credentials. Summer session is not considered a regular academic quarter.

Institutes, workshops, and some courses of shorter duration are also made available. These can be particularly useful to educators, counselors, and graduate students.

For information on summer session offerings, contact the Division Office, 213 Bannan Hall, (408) 554-4355.

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Financial Information

TUITION AND FEES PER QUARTER

Application charge **$25.00**
Payment should be be sent with each application form and is not refundable. Nondegree students pay this fee once, at the initial application.

Registration fee **5.00**
This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.

Tuition, per quarter unit **143.00**

Late registration fee **10.00**

Graduation fee for those receiving the master's degree **30.00**

Graduation fee for those receiving the teaching credential **15.00**

Late submission of petition to graduate fee, per day ($50.00 maximum) **2.00**

Fee for challenging a course, per course **50.00**

Auditing fee, per quarter unit **143.00**

Credential evaluation fee **35.00**

Transcript of grades (rush process) **fee** **7.50**

Deferment service fee **25.00**

Returned check fee **10.00**

Charge card returned item fee (returned unpaid from VISA or MasterCard agency) **5.00**

METHOD OF PAYMENT

All charges are due and payable no later than the day of registration. Remittances should be made payable to Santa Clara University. Information regarding periodic statement of account or payment should be directed to the Office of Student Accounts.

Students who have unpaid bills at the University or who defer payment without signed approval are subject to dismissal from the University and, as long as such payments remain unpaid, may not receive transcripts of credit or any diploma.

There are several tuition plans administered by outside financing agencies that are available. Those who plan to avail themselves of one of these plans should request information from the Office of Student Accounts at least three months prior to registration.

REFUND OF TUITION

Students withdrawing after they have registered but prior to the first scheduled class meeting will receive a full refund minus a $10.00 registration cancellation fee for each class canceled. Students withdrawing during the first week of the term, i.e., within seven days after the day instruction begins as printed in the Academic Calendar, will receive a refund of one-half of the tuition paid. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Assistant Dean will determine the refund, not the date of last attendance by the student. Appeals for special consideration should be addressed to the Assistant Dean, Division of Counseling Psychology and Education.

No refunds will be made because of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

Note: All fees, charges, and refund schedules stated in this bulletin are subject to change without prior notice.

FINANCIAL AID

Financial assistance at Santa Clara University is awarded on the basis of superior academic record, and/or financial need. With the exception of the Edwin J. Brown Fellowship and the Gerald E. McDonald Graduate Scholarship, the University does not maintain a scholarship or grant program for students enrolled in Counseling Psychology and Education.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education is through loan programs. Among those available to students in the graduate programs are the National Direct Student Loan, Guaranteed Student Loan, and PLUS loan programs. Application forms and further information may be obtained from the Office of Financial Aids.

Scholarships and Fellowships

California State Graduate Fellowships Awarded to students who are pursuing a recognized graduate or professional degree and who have not completed

more than four quarters of full-time graduate work as of October 2. Selection is made on the basis of state manpower needs, academic performance, and financial need. Applications are available in the fall from either the Office of Financial Aids or the Grants and Fellowships Office.

Edwin J. Brown Fellowship in Teacher Education A perpetual fellowship provided by a gift from the late Dr. Edwin J. Brown, Professor of Education. This fellowship provides a stipend from the proceeds of the endowment and may vary from year to year. Applications are available prior to fall quarter in 213 Bannan Hall.

Gerald E. McDonald Graduate Scholarship in Education Annual award to a student who has completed, with GPA of 3.25 or better, at least one-third of a Santa Clara program in teacher education, special education, or educational administration. Application forms are available in the Division Office, 213 Bannan Hall during fall quarter.

In addition to the conditions specified by the donors, all scholarships administered by the University are subject to the following conditions.

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before February 1.
3. Scholarships may be cancelled at any time for serious infractions of the rules and regulations of the University.
4. As a general rule, undergraduate applicants receive priority consideration for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Veterans and Veterans' Dependents Assistance

Santa Clara University is listed by the Veterans Administration as qualified to receive students under Chapter 34 (veterans), Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100 percent disabled; widow of any person who died in the service or died of a service-connected disability, or the wife of a veteran with a 100 percent service-connected disability), and Chapter 31 (rehabilitation). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The state of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, California 94102.

Information regarding these programs may be obtained from the Santa Clara University veterans' counselor located in the Registrar's Office.

Deadlines

The Office of Financial Aids has established deadlines for consideration for the various programs it administers. All students requesting financial aid from the University should contact the office at the earliest possible date and request specific deadline information and appropriate application materials. A University application for financial aids is required. Files completed later than February 1 for nonrecipients and May 1 for current recipients will be placed on a waiting list and will receive consideration on a funds available basis.

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Academic Programs

The Division offers three Master of Arts degree programs in counseling: Counseling (51 quarter units), Counseling Psychology (72 quarter units) and Marriage, Family, and Child Counseling (72 quarter units). Emphases in Health Psychology and Pastoral Counseling are available in all three degree programs. A credential program in basic pupil personnel services is also available.

In education, the Master of Arts degree is available in Special Education, Interdisciplinary Education, and Educational Administration. Credential programs offered are single-subject and multiple-subject teaching, learning handicapped specialist, and administrative services. A resource specialist certificate is also available.

The Master of Science in the Teaching of Mathematics (MSTM) program is offered conjointly by Education and Mathematics. (The Department of Mathematics is in the College of Arts and Sciences.) The MSTM is designed for both prospective and experienced teachers of mathematics in secondary schools and community colleges.

ADMISSION TO COUNSELING DEGREE PROGRAMS

Applicants to counseling degree programs are evaluated in the light of previous experience and academic record. At least one year of practical experience after the B.A. degree in a field related to their chosen profession is required.

Exceptions are sometimes made when experience is taken concurrently with the graduate program. The applicant should know that the Santa Clara program is primarily designed for the working professional, with most courses being offered in the late afternoons and evenings. A limited number of daytime classes are available. Students are encouraged either to continue in their present employment, if suitable, or select situations where some application of counseling skills is possible. Preference will be given to those whose working milieu provides such application.

Applications are welcome anytime during the year. The admissions committee meets once each academic quarter to select the most highly qualified applicants for each counseling program.

COUNSELING PROGRAMS

MASTER OF ARTS IN COUNSELING

The degree of Master of Arts in Counseling is specifically designed for one of four areas: (1) Pupil Personnel Services, (2) Health Psychology, (3) Pastoral Counseling, or (4) General Emphasis. This degree prepares students to counsel in public and private schools, community colleges, community agencies, hospitals, private clinics, religious settings, and industry. The degree will not meet the content areas for the California State License in Marriage, Family, and Child Counseling.

A minimum of 51 quarter units is required for the Master of Arts in Counseling. If the applicant's background in psychology or related areas is weak, or if adequate work experience is lacking, as many as 9 additional quarter units may be required. Courses are selected by the student and adviser with the ultimate goal of the student in mind. Courses to be included in the student's program are listed on page 32. Persons accepted for the M.A. in Counseling will choose one of the four emphasis programs described below.

Emphasis in Pupil Personnel Services

Ruth E. Cook, Ph.D. *(Director)*

This program is for students wishing to counsel at the elementary, secondary, or junior college levels in the public school system. It can also be designed to meet the requirements for the California state credential. The Pupil Personnel Services Credential for elementary, junior high, and high schools may be earned with or without earning the Master of Arts degree. The program includes courses focusing on individual, group, and family counseling; testing; personality theory; counseling techniques; career counseling; and a number of electives.

Emphasis in Health Psychology

Dale G. Larson, Ph.D. *(Director)*

The Emphasis in Health Psychology Program at Santa Clara University aims to expand and enhance the skills of health care and related professionals. The program focuses on applications of psychology to issues of health and disease at individual and societal levels. Course work concentrates on the development of knowledge and practical skills in the following areas:

1. Maintaining and promoting personal health
2. Preventing disease
3. Exploring the individual and social contexts of health problems

4. Counseling healthy and ill individuals with regard to health-related problems and issues
5. Organizing and leading patient support groups
6. Addressing interpersonal issues in health care settings

The program is designed for medical professionals such as nurses, occupational and physical therapists, and public health and hospice workers. The program is also appropriate for those who staff health promotion programs in industry, hospitals, clinics, employee assistance programs, and other agencies in which health is a professional concern.

Available in either a 51-quarter-unit option leading to a Master of Arts Degree in Counseling or a 72-quarter-unit option leading to a Master of Arts Degree in Counseling Psychology, each program stresses the application of behavioral science principles and skills to health care and related settings. The 72-quarter-unit option provides a greater depth of training in counseling theory and skills. Through this option, a student can meet all the academic requirements for the California State License in Marriage, Family, and Child Counseling.

Emphasis in Pastoral Counseling

Brian P. Hall, Rel.D. *(Director)*

The degree of Master of Arts in Counseling with an Emphasis in Pastoral Counseling is designed to meet the professional needs of ministers, priests, rabbis, directors of religious education, and youth ministers, as well as graduates from accredited colleges who aspire to work within a church setting and wish to specialize in pastoral counseling or develop pastoral skills in this area. Available to students as either the Master of Arts in Counseling (51 quarter units) or the Master of Arts in Counseling Psychology (72 quarter units), the program focuses on skills for effective pastoral counseling in such areas as marriage counseling, spiritual direction, and counseling the physically and terminally ill.

The pastoral emphasis programs are ecumenical in nature and follow the guidelines of the American Association of Pastoral Counseling, both academically and in required counseling supervision. Internship and supervision are required of all students in the second year of the program. Supervision is based on the requirements of the American Association of Pastoral Counselors.

It is expected that each student will have adequate background in scripture and theology. When this is not the case, the student will be expected to take up to three courses from the graduate program in the Department of Religious Studies (College of Arts and Sciences). Pastoral counseling students are allowed to take subjects as electives from the Religious Studies graduate program after consultation with their adviser. However, it is recommended that students in the 72-quarter-unit program take courses 218 and 220 if they are working toward a state license or membership in the American Association of Pastoral Counselors.

All students in the Pastoral Counseling Program are required to complete a Pastoral Ministry Project that substitutes for the Comprehensive Examination required in all other counseling programs. Students design their own projects

with a faculty director who oversees the project and supervises actual work in a pastoral situation. The project results in a written paper that integrates pastoral practice with the individual's own faith tradition.

The Pastoral Ministry Project is open to students in all Counseling Psychology programs. It includes group experience in spiritual direction as well as the project. Interested students should consult with the program director for further information.

General Emphasis

Kenneth E. Blaker, Ph.D. *(Director)*

Those degree candidates who desire a 51-quarter-unit Master of Arts degree with an emphasis other than Pupil Personnel Services, Health Psychology, or Pastoral Counseling may develop a *general* program in close consultation with the program director. The student and program director create a contract listing the courses and units that will culminate in an M.A. in Counseling. Students must adhere to the contract in their course selections and successfully complete the comprehensive examination.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Kenneth E. Blaker, Ph.D. *(Director)*

The Master of Arts Degree in Counseling Psychology was developed in order to provide an intensive two-year master of arts program for students who plan to seek positions that require a two-year master of arts program. The degree requires 72 quarter units, and allows for a wide variety of specializations, depending on the student's selection of electives. Required courses are listed on page 32. It is possible to prepare for the MFCC license examination if courses are selected carefully with the help of an adviser. Up to 6 quarter units of Field Laboratory 305 may be included.

MASTER OF ARTS IN MARRIAGE, FAMILY, AND CHILD COUNSELING

Kenneth E. Blaker, Ph.D. *(Director)*

The degree of Master of Arts in Marriage, Family, and Child Counseling is designed to train counselors in the treatment of dysfunctions in premarital, marital, family, and child relationships. This program requires a minimum of 72 quarter units. It includes theoretical and experiential work with an emphasis

on development of practical and appropriate clinical skills. The program is based on regulations provided by the Board of Behavioral Science Examiners and on guidelines suggested by the American Association for Marriage and Family Therapy and the California Association of Marriage and Family Therapists. Required courses are listed on page 32. These courses are designed to prepare the student for the California MFCC license examination. Up to 6 units of Field Laboratory 305 may be included.

Admission to the M.A. in Marriage, Family, and Child Counseling

Since the state license in Marriage, Family, and Child Counseling allows its holder to engage in private practice using psychotherapeutic techniques and counseling, candidates will be selected on the basis of experience, previous academic background, and maturity with regard to life experience and professional goals. Applicants to the Marriage, Family, and Child Counseling Program should be prepared and sufficiently motivated to complete the experience requirements as set forth by the Board of Behavioral Science Examiners on completion of the degree program. Further information regarding these requirements may be obtained by writing to the Board of Behavioral Science Examiners, 1021 O Street, Sacramento, California 95814.

ADVANCED CLINICAL TRAINING PROGRAM

Kenneth E. Blaker, Ph.D. *(Director)*

The Advanced Clinical Training Program at Santa Clara University is a post–master's degree certificate program designed to expand and enhance the clinical skills of the counseling psychology professional. This certificate program focuses on development of advanced counseling and psychotherapeutic skills appropriate for use in individual, group, family, or organizational settings.

This 21-quarter-unit certificate program consists of three required courses and four elective courses that meet the specific objectives of the professional. The program is designed for the working professional with courses offered primarily in the late afternoons and evenings. A limited number of daytime courses are available.

Requirements

Advanced Seminar in Family Counseling*
Advanced Seminar in Couples Therapy*
Advanced Clinical Training Seminar

* Recent graduates of the University's Counseling Psychology or MFCC programs who have completed these courses may substitute other courses with the approval of the program director.

Sample Elective Courses

Advanced Group Counseling
Counseling the Elderly
Counseling the Terminally Ill and Family
Rational Emotive Therapy
Counseling for Contemporary Problems
Therapeutic Use of Imagery and Symbol
Hypnotic Techniques in Counseling and Therapy
Applied Psychodynamics
Therapeutic Intervention with Children
Alcohol Problems in Perspective
Psychodrama

Admission to the Advanced Clinical Training Program

Admission to the Advanced Clinical Training Program at Santa Clara University is open to students who hold a master's degree from an accredited institution of higher learning in the field of counseling psychology; marriage, family, and child counseling; or a related field of counseling. Applicants must have demonstrated superior scholastic achievement during their master's degree work and must give evidence of pursuing a professional career in counseling psychology.

Applications are welcome at any time during the year. The admissions committee meets three times a year to select the most highly qualified applicants. The Advanced Clinical Training Program has a limited enrollment, and applicants are advised to contact the program director regarding their application and the quarter they expect to enter the program.

Note: The Advanced Clinical Training Program will begin in fall quarter 1986.

COURSE REQUIREMENTS FOR COUNSELING DEGREE PROGRAMS

Required courses for the counseling degree programs are listed below. Elective courses are taken in addition to required courses to fulfill the total number of quarter units in the student's program. Electives must be selected in consultation with a faculty adviser. Up to 6 quarter units of Field Laboratory 305 may be included in the 72-quarter-unit programs; only 3 quarter units of 305 are allowed in the 51-quarter-unit programs.

Note: Courses 200, 215, 219, 227, and 275 are required for all counseling degree programs.

Counseling (51 quarter units)

Pupil Personnel Services Credential 217, 218, 220, 226, 230, 266, 300, 307, 330 (two quarters), 370, and one elective selected in consultation with the program director

Emphasis in Health Psychology 218, 220, 291, 318, 380, 381, 382, 385, and four electives selected in consultation with the program director

Emphasis in Pastoral Counseling 290, 292, 293 (three quarters), 336 (three quarters), and five electives selected in consultation with the program director

General Emphasis 218, 220, 230, 312, 318, 319, 331 (two quarters), and four electives selected in consultation with the program director

Counseling Psychology (72 quarter units)

216, 217, 218, 220, 230, 312, 318, 319, 331 (one quarter), and ten electives selected in consultation with the program director

Marriage, Family, and Child Counseling (72 quarter units)

211, 216, 217, 218, 220, 230, 273, 311, 315, 318, 319, 333 (three quarters), and five electives selected in consultation with the program director

Advanced Clinical Training Program (21 quarter units)

315, 390, 394, and electives selected in consultation with the program director

The following information applies to students in *all* counseling programs:

Academic Performance Students must maintain a 3.0 grade point average throughout the degree program. A grade point average of 3.0 is required in courses 200, 219, and 227 for continuation in the program irrespective of grades earned in other courses.

Sequence of Courses 200, 219, and 227 must be taken during the first seven courses of study. A practicum should be taken after sufficient course work is completed to make it a meaningful undertaking. Between 24 and 30 quarter units are advised before requesting permission to take a practicum. Before beginning a practicum experience, the students must submit a certificate of insurance for malpractice to the Dean's office. Students wishing to gain experience in counseling prior to qualifying for a practicum are encouraged to enroll in Field Experience 308 or 309 or Field Laboratory 305. Students should note those courses that have prerequisites and plan accordingly.

Mandatory Group Experience Psychology of Group Counseling 219 is required of *all* counseling students. The prerequisites for 219 are 200 *and* a small group experience that should be completed during the first year of study. Groups are conducted on campus by professional leaders (and advanced student assistants); are interpersonally oriented and ungraded; and are designed to facilitate personal growth and exploration as well as the experience of the small group process. The directed group experience is an opportunity to cope with

individual issues that promote or inhibit counseling skills. Groups are offered each quarter. Students may register for 1 quarter unit of Field Laboratory 305 credit with prior permission from a faculty adviser.

Spiritual and Personal Development Selected courses in the Pastoral Counseling Emphasis Program are available to students in all Counseling Psychology programs who are interested in spiritual and personal development. Enrollment in the Pastoral Ministry Seminar 293 and the Pastoral Practicum 336 is possible for students interested in these areas. See the Pastoral Counseling Emphasis program director for further information.

Self-Disclosure Preparing oneself to become a professional counselor requires disclosure of personal thoughts and feelings on a deeper level than in other courses of study. As part of the educational process in the counseling program, students will be expected to engage in exercises and activities that require written or oral personal communication. Although the effectiveness of counseling training depends on students' willingness to participate in a self-disclosing manner, individuals will determine their own level of self-disclosure.

Confidentiality The need for personal disclosure creates an obligation of confidentiality for teachers and group leaders.

Students have the right to expect confidentiality because the faculty of the Counseling Psychology program expects self-disclosure. Violations of this obligation are most serious and may result in a review of the professional responsibilities of the faculty member.

Students to whom personal disclosure is made in courses, practica, counseling sessions, and other training activities also have the obligation of confidentiality. Students who violate this obligation are subject to suspension or expulsion from the University.

Periodic Evaluations The counselor education faculty may periodically evaluate students on their performance and behavior. This is part of the Division's commitment to the profession of counseling and to the clients it serves. Should the faculty judge that a student would not be an asset to the counseling profession, the student will be asked to leave the program regardless of the number of courses already completed. Students will be contacted only when their evaluation is negative. Otherwise, they may assume that their performance is satisfactory.

Comprehensive Examination A written comprehensive examination will be given during the last quarter of study (summer session excluded) or after all required courses have been completed, with the exception of practica. The purpose is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program. If needed, a second opportunity will be given to perform satisfactorily on the comprehensive examination. Passing the comprehensive examination is prerequisite to obtaining the Master of Arts degree.

Students in the Pastoral Counseling Emphasis Program must submit a final project instead of the comprehensive examination.

EDUCATION PROGRAMS

TEACHER EDUCATION PROGRAM

Joyce E. King, Ph.D. *(Director)*

The Teaching Credential Program is designed to meet California state credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act. Santa Clara University is approved by the Commission on Teacher Credentialing to recommend qualified candidates for the multiple-subject (essentially elementary) teaching credential and the single-subject (essentially junior and senior high) teaching credential.

It is the aim of the Teacher Education Program at Santa Clara University to develop teachers who demonstrate excellence in both the theory and practice of teaching, and who contribute positively to children and adolescents of all abilities and backgrounds toward their growth in knowledge, competence, imagination, social responsibility, and self-esteem.

Types of Basic Teaching Credentials

Multiple-Subject Teaching Credential This credential is for those who plan to teach multiple subjects in a self-contained classroom (essentially elementary schools). The academic major for undergraduates at Santa Clara who plan to obtain this credential is the Multidisciplinary Studies/Pre-Teaching program. This major includes coursework in four subject areas: English and communication skills; mathematics and physical and life sciences; social sciences; and humanities and fine arts. Students who have not completed this program must pass a multiple-subject exam (the Core Battery of the National Teacher Exam) in order to verify subject matter competence.

Single-Subject Teaching Credential This credential is for those who plan a teaching career in junior high or senior high schools in particular subject areas. California teaching credentials are available in the following subject areas: agriculture, art, business, English, government, health science, history, home economics, industrial arts, languages, life science, mathematics, music, physical education, physical science, and social science.

At Santa Clara, nine single-subject, approved academic majors are offered at this time: biology, chemistry, combined sciences, English, history, mathematics, French, German, and Spanish.

Students who do not complete one of these approved programs, or who wish to obtain a credential in an area for which Santa Clara does not have an approved program, must pass a subject area exam (the National Teacher Exam) in order to verify subject area competence. Information regarding the National Teacher Exam is available in the Division Office, 213 Bannan Hall.

The Learning Handicapped and Administrative Services credentials and the Resource Specialist Certificate require that the person first hold either a multiple- or single-subject credential.

Minimum Requirements

The minimum requirements for each teaching credential include (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution; (2) completion of an approved program of professional education, including student teaching; (3) completion of a state-approved subject area major or passage of a subject area exam (in the area one plans to teach); (4) demonstration of a knowledge of the various methods of teaching reading by completion of coursework or passage of an approved examination; and (5) passage of CBEST.

A Clear Teaching Credential may be earned by meeting the minimum requirements plus the additional requirements of a fifth year of study, a course in Health Education, a course in teaching children with exceptional needs in the regular classroom, and coursework or an exam on the provisions and principles of the U.S. Constitution.

Effective February 1, 1983, the Commission on Teacher Credentialing will not initially issue any credential, permit, certification, or renewal of an emergency credential unless the applicant has passed the California Basic Educational Skills Test (CBEST).

For further information contact the Division Office or the commission in Sacramento.

Pre-Service Program

The Pre-Service Credential Program is a full-time, 45-quarter-unit program for prospective multiple-subject teachers (elementary grades) and single-subject teachers (junior and senior high). The program includes graduate course work in educational foundations, curriculum design, teaching methods, and supervised student teaching. Candidates have the opportunity to work with students from diverse cultural and ethnic backgrounds as well as with students with exceptional needs. They are usually placed in one or two schools for student teaching, allowing for peer colleagueship and a spirit of close teamwork with a school faculty.

The Pre-Service Program is designed to provide extensive experience in the schools as well as a diversified course of study in educational theory and practice at the University. The program includes the following sequences.

Directed Teaching Education 320, 321, 322, 323

This sequence provides experience in the classroom (first as a teaching assistant, then as a student teacher) coupled with a weekly seminar at the University. Education 323, taken concurrently with 322, provides training in meeting the needs of students with exceptional needs in the regular classroom.

Foundations of Education Education 249, 250, 251, 252

This sequence draws from the disciplines of philosophy, psychology, sociology of education, and curriculum development and includes training in interpersonal/cross-cultural communication skills.

Teaching of Reading Education 283, 286 or 284, 285

This sequence consists of courses in reading and literature appropriate to the age level one plans to teach.

Most students complete the Pre-Service Program as a fifth year of study, although students who have completed all University course requirements for graduation by the end of their junior year (including their major requirements) are able to complete the program in their senior year. In such cases, an additional 45 quarter units of an approved program must be completed within five years to obtain a Clear Teaching Credential.

In special circumstances, and with prior approval, the Pre-Service Program may be completed in two years. Although this option is made available to students, the one-year plan is more highly recommended as it provides for greater continuity and a sharper focus of energies.

In-Service Program

The In-Service Credential Program is designed for persons who already have some teaching experience and/or academic background in professional education. A program of study for each individual will be prepared in consultation with the director of Teacher Education. The design of the program will be determined by consideration of past coursework, teaching experience, and demonstrated teaching competencies. Most students in this program are working on completion of the requirements for a basic Clear Teaching Credential. When all requirements in the Santa Clara professional preparation program have been met, students in this program may apply coursework in a specialist program or a Master of Arts degree program toward completion of the Clear Teaching Credential. The program may be completed on a part-time basis. Applicants are accepted during any quarter.

All persons considering application to the In-Service Program must first have a credential consultation with the adviser for basic teaching credentials. Contact the Division of Counseling Psychology and Education, 213 Bannan Hall, to make this arrangement. There is a charge of $35.00 for this service.

Candidates who are interested in working concurrently on their basic teaching credential and special education credentials should contact both the director of Teacher Education and the director of Special Education.

Admission Requirements for Credential Programs

1. Applicants should have an overall grade point average of 2.75, with a 3.0 in their academic major
2. Mental, emotional, and physical fitness
3. A positive attitude toward the teaching profession and its responsibilities
4. Demonstrated competence in reading, writing, and speaking English as attested to by course work, a sample academic paper written within the past two years, or a recommendation from the applicant's major adviser
5. Absence of criminal conviction that would preclude the issuance of a teaching credential
6. Letters of recommendation from the following:
   a. At least one professor from the student's major field, preferably the student's adviser
   b. A teacher in elementary or secondary school who has supervised the student's practicum work (In-Service candidates who have had teach-

ing experience must submit two letters from principals and/or supervisors.)
   c. An employer or professional colleague who is well acquainted with the student's skills in working with youth
7. Verification of successful practicum work and/or experience with children or youth groups
8. Interviews with both the director of Teacher Education and another faculty member
9. A written statement, to be completed at the time of the interview, that reflects the candidate's personal philosophy of education and commitment to the teaching profession (In-Service candidates will additionally be asked to summarize their goals for continuing their professional education at Santa Clara University.)
10. Submission of GRE or MAT scores and CBEST scores

EDUCATIONAL ADMINISTRATION PROGRAM

Lee Mahon, Ed.D. *(Director)*

The goal of the Educational Administration Program is to develop and train administrators who will demonstrate excellence in leadership in public and private elementary, secondary, and postsecondary schools. As enrollments again begin to grow and as present administrators retire or move to other fields, new administrators will be needed. The University's program will help meet that need.

Master of Arts in Educational Administration/Administrative Services Credential

The 45-quarter-unit program leading to the degree of Master of Arts in Educational Administration and an Administrative Services Credential begins with three foundation courses in leadership, curriculum and business, and expands to include courses in personnel, law, finance, and the politics of education. Designed to provide sound theoretical as well as field experiences, the program particularly emphasizes instruction by practicing school administrators, including superintendents, principals, directors, and deans. This concept of obtaining competencies and skills from those who are directly involved in school administration gives the program a character unique at the graduate level.

Applicants who are directly involved in administrative work when they enter the program may be eligible for the Administrative Internship Program, which allows candidates to enroll in internship courses and earn credit for administrative work. Consult the program director for more information.

To fulfill state regulations, candidates for an Administrative Services Credential must complete two levels of training to receive a permanent Administrative

Services Credential. The first level (preliminary) includes the completion of the academic requirements indicated below. The second level (professional) occurs after the candidate has received an administrative appointment. Each college and university throughout the state must design a program of approximately 24 semester units (36 quarter units) that will allow the administrative candidate to complete the professional-level requirements designed by the state of California. Santa Clara University is currently designing this second level. For further information see the program director.

Prerequisites for the Administrative Services Credential

In order to obtain the California Administrative Services Credential, the candidate must (a) hold a valid teaching credential or pupil personnel credential, (b) demonstrate a minimum of three years of successful teaching or pupil personnel work, and (c) receive a passing score on the CBEST.

Master of Arts in Educational Administration with an Emphasis on Higher Education

This 45-quarter-unit program will lead to a Master of Arts degree in Educational Administration with an emphasis on higher education. The program will examine basic aspects of college and university administration and organization, including leadership issues, personnel practices, law, finance, and policy formation. Political and contemporary issues involved in higher education are also addressed. Courses in counseling, interpersonal communications, research methods, and career development will provide a practical and theoretical model for higher education administration. This program is designed for educators interested in working in university, four-year college, community college, and adult education settings.

Requirements for the Master of Arts Degree in Educational Administration

Education 360, 361, 362, 363, 364, 365, and 366

Requirements for Administrative Services Credential

All of the above and 367 or 368, and 230 and one or more of the following:
Education 220, 307, 323 or Counseling Psychology 200, 300

Requirements for Master of Arts with an Emphasis on Higher Education

Education 220, 360, 363, 364, 365, 366, 367, 371
Counseling Psychology 200, 300

Electives

Education 307, 310, 370, and selected courses in law, business, and computer sciences when approved by the program director.

Academic Performance

Students must demonstrate a grade point average of 3.0 (B) or better to be eligible for admission to the Educational Administration Program. Students also are required to maintain a 3.0 or better throughout the program.

MASTER OF ARTS IN INTERDISCIPLINARY EDUCATION

Joyce E. King, Ph.D. *(Director)*

The Master of Arts in Interdisciplinary Education is a 45-quarter-unit program designed specifically for teachers who wish to develop a wide range of competencies and experiences. This program focuses on three major areas: Special Education, Counseling Psychology, and Educational Administration. Students must complete three required courses from each of these areas and will elect an additional 12 quarter units from these same concentrations. Students who have completed the fifth year Teacher Education Program at Santa Clara University may transfer 8 units of prior work (Education 249, 250, 251) into this master's program.

Requirements

Special Education 240, 241, and 242
Counseling Psychology 200, 218, and 275
Educational Administration 360, 361, and 362

Twelve additional quarter units of elective coursework approved by the program director must be selected from the graduate course offerings in Special Education, Counseling Psychology, and/or Educational Administration.

SPECIAL EDUCATION PROGRAMS

Ruth E. Cook, Ph.D. *(Director)*

The Special Education Program prepares graduate students to work in a variety of settings with individuals who exhibit learning problems. Instruction includes a sound introduction to theories of behavior and learning, methods of educational diagnosis, and implementation of remedial teaching techniques. Individual attention, as well as consideration of past experiences and/or prior

course work, is given to each entering graduate student. The program includes the following three options.

Master of Arts in Education/ Specialist in Learning Handicapped Credential

This program is composed of 45 quarter units of study in special education, other areas of education, and counseling psychology. Students selecting this program must hold or be eligible for a valid California Basic Teaching Credential. The program has been approved by the Commission for Teacher Credentialing; eligible graduates receive the Learning Handicapped Specialist Credential.

Requirements

200, 215, 217, 220, 230, 240, 241, 242, 247, 248, 309, 332, and 350.

Master of Arts in Special Education

This program is composed of 10 core courses in special education and counseling. Five pertinent additional courses are selected in consultation with an adviser to complete the required 45 quarter units. Students who elect this course of study are pursuing careers concerned with exceptionality in a variety of occupational areas such as physical therapy, nursing, speech therapy, geriatric programs, or community college teaching.

Requirements

200, 217, 220, 230, 240, 241, 242, 247, and 309.

Specialist in Learning Handicapped Credential

This program is designed for those applicants who have completed course work elsewhere and need to have this work evaluated in terms of eligibility for the Specialist in Learning Handicapped Credential.

Requirements

Determined by evaluation and individual need.

Courses for Special Education Programs

Courses for all three Special Education Programs are selected from the following:

200, 215, 217, 220, 230, 240, 241, 242, 247, 248, 309, 332, and 350.

Students in all Special Education programs will be expected to demonstrate or achieve basic computer competency.

Clear Resource Specialist Certificate of Competence

This program is designed for current special education teachers who wish to obtain the Clear Resource Specialist Certificate of Competence. To be eligible to enter the program, an applicant must possess a valid California Special Education Credential and be an experienced teacher.

Requirements

Education 217, 247, 305, 332, 349, and 351.

MASTER OF SCIENCE IN TEACHING MATHEMATICS

David E. Logothetti, Ph.D. *(Director)*

Prerequisites

Applicants to this program must have an undergraduate major in mathematics or a substantial minor (an elementary calculus sequence plus at least two upper division mathematics courses).

Requirements

Mathematics 35 to 45 quarter units of approved upper division or graduate Mathematics courses, including 172. Problem Solving; 270–271. Advanced Topics for Secondary Teachers; and 290. Master's Essay.

Education Up to 10 quarter units may be substituted for mathematics units. These units must be approved and taken in graduate status.

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Course Descriptions

COUNSELING PSYCHOLOGY

Note: Courses that are offered specifically for Education students are listed separately after the Counseling Psychology courses. Some of the courses are cross-referenced with Education.

200. Psychology of Interpersonal Communications (3)

The theory and process of interpersonal communication with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem solving, and conflict resolution. These skills are fundamental for more advanced counseling and therapeutic techniques, and have a wide application wherever effective communication is desired.

211. Human Sexuality (3)

An introductory course which explores the physiological and role development of human sexuality, along with sexual response and various forms of sexual expression. It includes a survey of laws and ethics regarding sexual expression. In addition, sexual dysfunctions and treatment based on the work of Masters and Johnson will be presented.

215. Psychology of Family and Youth (3)

The discovery and treatment of emotionally and socially maladjusted children with emphasis on the systems approach to counseling families. A study is made of the family, the school, and the community in relation to children's mental health. Opportunity is provided for observing and discussing the family counseling techniques which apply the principles and theories developed by Alfred Adler and Rudolph Dreikurs, the forerunners of conjoint family therapy.

216. Counseling the Adult (3)

A study of adult transition and passages with focus on personality integration and the search for meaning. The study will include self-fulfilling and self-defeating behaviors in the personal, social, and transpersonal realms of adult functioning, and will deal with counseling strategies and processes relevant to this area. *Prerequisite: 200.*

217. Social Learning Theory (3)

A critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage are examined.

218. Basic Concepts in Counseling (3)

A comprehensive review of fundamental concepts in counseling theory, psychopathology, and personality. Theories of Rogers, Ellis, Perls, Wolpe, Freud and Jung are among those to be considered.

219. Psychology of Group Counseling (3)

An introductory course in small-group dynamics. Techniques of small group leadership and experiential involvement in group process are emphasized. Enrollment lim-

ited. *Prerequisite: 200 and a small group experience; 218 recommended.*

220. Research Methods (3)

An examination of the role of research and statistics in analyzing counseling and teaching, with emphasis on review and interpretation of research literature and on methodology of formulating research proposals and theses.

226. Principles and Procedures in Guidance (3)

The study of pupil personnel services, concepts, and procedures such as staff roles and functions, community resources, professional ethics, and legal aspects of pupil personnel services. The use of data processing in education, particularly in pupil personnel services will also be explored. To be taken prior to 330. *Prerequisite: 200.*

227. Counseling Process and Problems (3)

An intensive focus on the development of individual counseling skills through readings, discussion, and experiential exercises. Students gain experience both as counselor and client and receive feedback on skill development.

230. Survey and Guidance of Exceptional Individuals (3)

A course intended to acquaint practitioners with characteristics, research findings, service agencies, educational provisions, vocational implications, and personal and family adjustment in reference to exceptional individuals (those who deviate noticeably from physical, sensory, intellectual, or behavioral norms). Combines lecture, first-person experience sharing, experiential reading, simulated disability, and on-site visiting.

266. Counseling the Adolescent (3)

Viewing the adolescent from a developmental, sociological, and psychological dimension, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age. *Prerequisite: 200.*

273. Family As an Institution (3)

Concerned primarily with the sociology of the family, particularly family systems as they exist in the United States. Such topics as the family cycle of growth and development, role concepts, need-gratification within the family system, minority family systems, diverse family systems, one parent families, differing kinship relationships, and the family as a legal-social system will be explored.

275. Professional Issues, Values, and Ethics (3)

Professional issues and the ethics of marriage and family counseling, psychotherapy and private practice, through an understanding of values clarification as a method of critical thinking and behavioral analysis. Students will explore their personal values as they relate to individual and system approaches to counseling. Approaches to values clarification and moral development relative to family education and counseling will also be studied. The students in this course are required to attend two additional one-day seminars during the quarter. They will occur on Saturdays. One Saturday will treat the issue of values and the counselor; the other will treat the issues and the law in Counseling Psychology.

276. Multicultural Approaches to Counseling in the Family and Community (3)

Application of the theory and process of interpersonal communications in a multicultural setting. Students will be required to demonstrate counseling competencies which reflect their knowledge of various cultures and their cultural sensitivity in family and community settings. *Prerequisite: 200 or equivalent.*

280. Counseling the Elderly (3)

An overview of mental health problems and issues that concern the elderly. The course also includes a consideration of the range and variety of physical, social, and medical settings in which the elderly must cope. Attention is given to counseling techniques that seem best suited for working with an elderly population. Field experience and/or taped interviews with elderly "clients" is a required part of the course.

290. Seminar in Pastoral Counseling (3)

Includes the history and development of pastoral counseling, its theological and biblical foundations, special techniques of the pastoral counselor, institutional and professional relationships, and spiritual and ethical issues involved in counseling within the church setting. *Prerequisite: 200.*

291. Counseling the Terminally Ill and Family (3)

An overview of skills, strategies, and situations that will prepare students for working with patients and families facing life-threatening illness, as well as with clients dealing with loss, grief, and death anxiety. Topics include specific counseling skills, grief, coping, and the philosophy and practice of hospice care.

292. Psychology of Religious Experience (3)

A study of the psychological dimensions of the religious experience of individuals and within group settings. The implications of individual religious experience for counseling the mentally ill are explored. Issues of higher consciousness, mysticism, prayer, and contemplation are explored within the context of faith development.

293. Pastoral Ministry Seminar (2)

Required of all students in Pastoral Counseling. This class meets each week for an ecumenical prayer service (designed by the students) and twice a month for a seminar, for three consecutive quarters. Students register each quarter; they must acquire a total of 6 units. The purpose of the seminar is the study and integration of theology and biblical studies with pastoral practice and tradition. Each student is required to be under spiritual guidance during this year. Students are assigned to a guide whom they normally see twice per month. Case material utilized in the 336 practicum is often brought to this seminar for theological reflection. This course is preparation for the Pastoral Ministry Project and is open to all Counseling Psychology students interested in spiritual development.

295. Studies in Practical Spirituality: Advanced Pastoral Studies (3)

In depth study of selected classics from western spiritual tradition, and their application to counseling and spiritual guidance. *Prerequisite: 292.*

296. Value Based Leadership and Organizational Development (3)

Study of organizational development and its relationship to human and transpersonal growth. This is an advanced seminar that emphasizes project supervision. Application of value-based assessment to document analysis, renewal of religious systems, executive, industrial, and organizational assessment will be studied. *Prerequisites: 275 and permission of the instructor.*

297. Foundations of Christian Spirituality (3)

A study of the theological and psychological foundations of Christian spirituality, analyzing how these foundations have been expressed in significant schools of spirituality from the beginnings of Christianity until today. The implications and relationship of this study to pastoral counseling and modern spirituality will be explored in some detail.

300. Career Development and Life Planning (3)

An examination of life styles and methods for providing vocational and educational guidance across the age span. This course analyzes the relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.), and provides techniques for assisting the client in effective use of educational and occupational information in decision making.

303. Rational Emotive Therapy (3)

The theory and application of rational emotive therapy. Students will learn through direct experience the application of this method. *Prerequisite: 200.*

305. Field Laboratory (1–6)

Field Laboratory ($25 per unit) is outside training and experience related to the stu-

dent's professional goals. A description of the training and permission from a faculty member must be obtained before registering for these units. Nine units are allowed in the two-year (72-unit) Master of Arts programs, and 3 are allowed for the 51-unit programs. Students enrolled at Santa Clara prior to fall quarter 1978 are not permitted to take 305; they may enroll in Field Experience at full tuition if such outside units are desired. Approximately 40 hours of involvement are required for each unit of credit, i.e., 3 units = 120 hours of work.

307. Measurement and Evaluation (3)

Study of the theory and practice of standardized test development and testing procedures, applications and limitations of standardized tests, and techniques of administering and interpreting group tests. The primary focus is on school-related assessment.

308. Wilson Center Field Experience (3)

Weekly seminars for developing and practicing basic counseling skills with videotape feedback. Six hours per week are arranged at Wilson Center for on-site one-way mirror observation of family and child counseling sessions with professional staff discussing aspects of the counseling observed after each session. An excellent opportunity for students to become involved in counseling early in the program before taking practica. *Prerequisite: 200.*

309.01 Field Experience (1–6)

Designed for those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student, and must be in addition to the student's regular commitment. As a general rule, 20 hours of instruction or 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Adviser's permission is required.*

310. Independent Study (1–6)

Supervised research initiated by the student. A proposal must be submitted and approved by a faculty adviser prior to registration.

311. Psychology of Marriage Counseling (3)

Methods of premarital, marital, sexual, and divorce counseling. The student will become familiar with these methods through readings and role playing. *Prerequisites: 211 and 227.*

312. Counseling for Contemporary Problems (3)

Counseling approaches used in crisis intervention with drug and alcohol addiction, abortion, suicide, terminal illness, etc., where short-term, immediate intervention is required. Procedures in dealing with clients and their families caught in these dilemmas will be discussed.

313. Psychodrama (3)

The theory of psychodrama applied to a variety of counseling situations. Major concepts include spontaneity, role-reversal, doubling, sociograms. Students will gain experience by direct participation in psychodrama. *Prerequisite: 200.*

315. Advanced Seminar in Family Counseling (3)

Designed for students in the MFCC program. This course examines in greater depth the systems approaches presented in 215 and introduces various strategies and procedures appropriate to working with families. Opportunity is provided to practice counseling skills with simulated families. *Prerequisites: 215, 227; 273 recommended.*

316. Therapeutic Use of Imagery and Symbol (3)

Clinical training in the principles and practice of symbolic language as a tool to access the deeper resources of the unconscious. This seminar emphasizes the skills of guiding and facilitating useful interpretations of this important metalanguage as applied to the fields of mental and physical health. *Prerequisite: 227.*

317. Therapeutic Interventions with Children (3)

Explores how children communicate and various methods of communicating with children, verbally and nonverbally. Therapeutic interventions are examined within the context of the relationship of the child and the therapist. Students are required to complete specific assignments demonstrating therapeutic interventions.

318. Clinical Assessment I (3)

First of a two-part course. In this series the therapeutic decision-making process is studied in the context of psychopathology and the clinical setting. This first part emphasizes the recognition, classification, and understanding of abnormal behavior. It includes the traditional DSM III diagnostic areas of neurotic behavior, psychosis, affective disorders, psychophysiological disorders, and other abnormal life-style patterns. *Prerequisite: 218.*

319. Clinical Assessment II (3)

The second part of the therapeutic decision-making series, directly following 318. This course emphasizes diagnosis and clinical judgment. It deals with such issues as type of impairment, degree of impairment, predictability, and treatment plan as well as sources of error judgment and how these errors are minimized. It is designed to acquaint counselors with the use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professsional setting. *Prerequisite: 318.*

330. Counseling Practicum: In School (3)

Field experience which includes supervised experiences in educational, vocational, and personal guidance. The practicum stresses the use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. Prerequisite: 226. By permission only.*

331. Counseling Practicum: Agency (1–6)

Field experience which includes supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. Designed to come in the second half of the counseling program, after completion of the counseling core. *By permission only.*

333. Counseling Practicum: Marriage, Family, and Child (1–6)

Supervised field experience designed specifically to meet the license requirements of California. A licensed supervisor will conduct weekly seminars for consultation and discussion of such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and interprofessional ethical considerations. *By permission only.*

336. Pastoral Practicum (2)

Students are assigned to a practicum intern site, where they are required to do no less than 10 hours per week of counseling-related work. In addition students meet twice a month for two interdisciplinary case seminars in a local pastoral counseling agency and receive personal supervision of their counseling. Students entering the practicum must do so for three consecutive quarters, beginning in September of each year. The student must acquire a total of 9 units. *This course is open to all Counseling Psychology students who have completed 200 and 218 as prerequisites.*

380. Behavioral Management of Health (3)

A biopsychosocial approach to health problems, including cancer, heart disease, eating and sleep disorders, pain and headaches, and obesity. Topics include psychosocial factors in the etiology and maintenance of these health problems, health psychology assessment techniques, and psychosocial treatment and prevention programs. Each student develops special expertise in one of these or other health problems.

381. Promotive Health Psychology Practices (3)

An introduction to health psychology theory, research, and practice related to promotive health practices. Topics include patient education, social support, holistic

medical and self-care interventions, healthy and unhealthy lifestyles, nutrition, prevention, health locus of control, and health promotion in the workplace.

382. Intercultural Health Psychology (3)

A course designed to investigate current and historical health models and to assist the practitioner in relating to clients of different cultural backgrounds with their unique concepts of health, healing, and illness. Contributions of Asian, African, Latin American, and Native American traditions will be studied as well as Western European traditions.

384. Alcohol Problems in Perspective (3)

An orientation to the biological, psychological, and sociocultural issues surrounding cause, process, and nature of alcohol problems. The course has several objectives: to discuss theories of the definition and etiology of chronic alcoholism; to examine relationships between the individual, the family, and the social environment in the formation of drinking patterns and problems; to understand the meaning of alcoholism as it is experienced differently among women and men, in the family context, and in ethnic or minority problems; and to review current approaches to alcohol treatment and prevention.

385. Stress and Stress Management (3)

An introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention is given to methods and programs to assess as well as alter chronic stress. This course will emphasize psychosocial factors in the etiology, maintenance, and modification of stress, along with biochemical/psychological processes. Intervention methods will be demonstrated and practiced.

389. Advanced Group Counseling (3)

This course is specifically designed for students who have completed the introductory group course 219 and who wish advanced training in group leadership procedures. The course focuses on practices of group therapy and on the complexities of the transference/countertransference issues in groups. Both practical and academic approaches are taken; each student will be expected to apply classroom learning to an ongoing group process situation. Extensive use of videotape, role playing, and hands-on practice. Recommended for students who expect to do group counseling and therapy in their post-master's employment.

390. Advanced Seminar in Couples Therapy (3)

This course is specifically designed for students to conceptualize and plan treatment for couples from a variety of theoretical perspectives. Issues of co-therapy, structured and nonstructured interviewing, transference and countertransference, and family of origin issues are stressed. Clinical material is liberally demonstrated. Class participation in problem solving couples' difficulties is also explored. Finally, divorce issues and alternative life styles are examined. *Prerequisite: 311.*

391. Hypnotic Techniques in Counseling and Therapy (3)

This course provides an introduction to hypnotherapeutic techniques in the therapy context. Students will learn to induce trance states and the appropriate application of these for therapeutic purposes. Ethical utilization will be stressed. Both traditional and indirect hypnosis will be explored. The course is basically a clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. *Approved by B.R.N.*

392. Applied Psychodynamics (3)

Application of psychoanalytic concepts of projection, resistance, reaction-formation, the shadow, persona, etc., to situations outside the traditional clinical milieu: folk lore, fairy tales, advertising, contemporary events, symbol, and myth. *Prerequisite: 218.*

393. Counseling Psychology Applied to Business and Industry (3)

An overview of how to adapt counseling psychology attitudes and skills to the corporate milieu. The course will focus on corporate culture, management, training, and employee relations. Trends toward humanizing business and industry will also be discussed. *Prerequisite: 200.*

394. Advanced Clinical Training Seminar (2)

The purpose of this seminar is to expand and enhance the counseling skills of the advanced student under close supervision. Intervention techniques will be presented and practiced in simulated situations. Students will also have an opportunity to work with actual clients. Videotaping will be used to allow students to observe and critique their own counseling. To meet the 6-quarter-unit requirement, students should enroll in this course for three consecutive quarters. *Enrollment is limited to students in the Advanced Clinical Training Program.*

399. Thesis (3–6)

An optional course, usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization. It should make a scholarly contribution to the extant body of knowledge in this area and review the principal sources of knowledge. Format should follow that established by the American Psychological Association. Supervision and review of the thesis will be provided by faculty member(s) designated by the Dean of the Division of Counseling Psychology and Education.

EDUCATION

217. Social Learning Theory (3)

A critical examination and evaluation of learning theories in educational and counseling psychology. Applications of reinforcement theory to behavioral control and analyses in the classroom, family, and marriage are examined.

220. Research Methods (3)

Familiarization of the role of research and statistics in analyzing counseling and teaching. This course emphasizes the review and interpretation of research literature as well as a methodology of formulating research proposals and theses.

230. Survey and Guidance of Exceptional Individuals (3)

Acquaints practitioners with characteristics, research findings, service agencies, educational provisions, vocational implications, and personal and family adjustment in reference to exceptional individuals. Exceptional individuals are those who deviate noticeably from physical, sensory, intellectual, or behavioral norms. The format is a combination of lecture, first-person experience sharing, experiential reading, simulated disability, and on-site visiting.

240. Introduction to Learning Handicapped (3)

Investigates the field of learning handicapped in terms of function and dysfunction of the information processing system for learning. Theories and practices which have influenced the field are presented. Observable characteristics and indicators of system dysfunction are examined. The format is a combination of lecture and observation/participation.

241. Diagnosis and Prescription for Learning Handicapped (3)

Designed to build competence in the educator as a consumer of clinical information. Students administer and interpret educational assessment instruments and learn how to synthesize their results with existing clinical information to build a clear behavioral picture of learning function and dysfunction in the learning handicapped individual. *Prerequisite: 240 or equivalent.*

242. Intervention and Remediation for Learning Handicapped (3)

Covers the translating of relevant information into effective education programs for students with learning handicaps. Remedial methods and materials are pre-

sented. The format is lecture and practical application. *Prerequisite: 241 or equivalent.*

247. Systems for the Nonconventional Learner (3)

Explores policy and procedure pertinent to the special education system in terms of standardized assessment, management, finance, and legality. The format is lecture and group discussion. Students study the laws, regulations, and other compliance requirements as they relate to nonconventional learners.

248. Language: Structure and Function (3)

Designed to acquaint teachers with an overview of language. Terminology, historical background, acquisition, etiology, and problems related to language disabilities in children will be discussed. Specific attention will be given to language assessment and intervention for the learning disabled student.

249. Interpersonal/Crosscultural Communication (2)

Focuses on building effective interpersonal and cross-cultural communication skills and the application of these to teaching. *Required of all Pre-Service Teacher Education Students.*

250. Social Foundations in Education (3)

Examines the philosophic and social bases of education. Designed to develop a carefully considered philosophy of teaching and learning. Value questions that relate to psychology and curriculum are explored. *Required of all Pre-Service Teacher Education students.*

251. Psychological Foundations of Education (3)

Draws from the disciplines of developmental and educational psychology and examines theories and patterns of learning, development, instruction, and individual differences as they relate to teaching practices and educational programs. *Required of all Pre-Service Teacher Education Students.*

252. Curriculum Foundations and Methods (7)

Focuses on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students develop curriculum appropriate for their Directed Teaching assignment using a diagnostic-prescriptive approach. *Required of all Pre-Service Teacher Education students.*

283. Reading in the Secondary Schools (3)

Designed to examine various facets of the teaching of reading in the junior and senior high schools. Attention will be given to representative approaches, methods, and materials to be employed when teaching reading skills relevant to the grade levels. Diagnostic-prescriptive teaching of reading will be emphasized.

284. Reading in the Elementary Schools (3)

Designed to emphasize the many aspects of the teaching of reading in the elementary schools. Included is an examination and critique of the more notable reading approaches, methods, and materials. Diagnostic-prescriptive teaching of reading will be emphasized.

285. Children's Literature (3)

Exploration of literature written for children; history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

286. Adolescent Literature (3)

Emphasis on types of literature, analysis of literary qualities, and selection and presentation of literature to adolescents. Course is designed for junior high and senior high teachers of all subject areas. Issues relating to adolescent development will be an integral part of the course.

305. Field Laboratory (3–6): Resource Specialist Program

Field Laboratory ($25 per quarter unit) involves supervised field work under the direction of a certified resource specialist. Focus will be on demonstration of the skills

and knowledge necessary to function effectively in the resource specialist roles of consulting, coordination, parent education, staff development, in-service training, and implementation of laws, regulations, and other compliance requirements. *Prerequisite: acceptance into the Resource Specialist Certificate program.*

307. Measurement and Evaluation (3)

Theory and practice of standardized test development and testing procedures, the applications and limitations of standardized tests, and techniques of administering and interpreting group tests. The primary focus is on school-related assessment.

309.01 Field Experience (1–6)

Designed for those who wish to augment their graduate studies with specialized training and/or experience outside the University in their own field of study. The field experience project must have significant bearing on the professional goals of the student, and must be an addition to the student's regular commitment. As a general rule, 20 hours of instruction or 40 hours of qualified experience are equivalent to 1 quarter unit of credit. *Adviser's permission is required.*

309.02 Field Experience with Exceptional Individuals (1–6)

Designed for students who seek the specialist credential and/or master's degree in the area of Learning Handicaps. The field experience project must be an addition to the student's regular commitment and must have a significant bearing on the student's training. As a general rule, 40 hours of qualified experience are equivalent to one unit of credit. *Adviser's permission is required prior to registration.*

310. Independent Study (1–6)

Supervised research initiated by the student. A proposal must be submitted and approved by a faculty adviser prior to registration.

320. Directed Teaching I (4)

First in a sequence of three field experience courses. Designed to introduce the Teacher Credential candidate to curriculum and instruction in the public schools at all levels. Morning practica are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. *Prerequisite: admission to the Teacher Education Program.*

321. Directed Teaching II (5)

Second course in the directed teaching sequence. Designed for the Teacher Credential candidate who will engage in teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned to specific teaching positions in the morning, while taking coursework in the afternoon, thereby facilitating the interrelating of theory and practice. *Prerequisite: 320.*

322. Directed Teaching II (12)

Last course in the directed teaching sequence. Designed to offer a full time student teaching experience. *Prerequisite: 321.*

323. Directed Teaching: Teaching Students with Special Needs in the Regular Classroom (3)

Designed to give prospective teachers in elementary and secondary schools training in the theory and practice of teaching students who have special needs. Focus is on mainstreaming; a concurrent field experience is required.

324. Directed Teaching for In-Service Teacher Education Students (6–12)

Designed for students in the In-Service Program who are completing their Directed Teaching Requirement. Includes supervised student teaching and a weekly seminar.

332. Practicum: Learning Disabilities (1–6)

A supervised field experience in diagnosing and teaching students with learning handicaps. A variety of settings, e.g., classroom, clinic, and private school is available for completing the practicum. *Enrollment*

is limited and permission to enroll must be obtained well in advance of registration.

349. Role and Competencies of the Resource Specialist I (3)

Focuses on the role of the special educator as a resource specialist involved in consulting, staff development, in-service training, and parent education. The format is lecture, demonstration, and discussion emphasizing practical skills and knowledge. *Prerequisites: 217, 247, and 332.*

350. Diagnostic Techniques in Reading (3)

Examines reading in terms of information processing and its pertinent psycholinguistic components. This course also explores diagnostic procedures used to assess reading ability and matches results with appropriate remedial techniques. Format is lecture and application.

351. Role and Competencies of the Resource Specialist II (3)

Focuses on the role of the special educator as a resource specialist involved in coordination, parent education, and implementation of laws, regulations, and other compliance requirements. The format is lecture, demonstration, and discussion emphasizing practical skills and knowledge. *Prerequisites: 217, 247, and 332.*

360. Educational Foundations of Administration: Leadership and Issues (5)

Major competencies include fundamental principles, status, and delineation of educational issues; leadership styles; authority and accountability; decision-making styles and problem-solving processes.

361. Educational Foundations of Administration: Curriculum and Instruction (5)

Major competencies include needs assessment, planning, implementation, and evaluation of curriculum; administering curriculum improvement; in-service education; evaluation and improvement of teaching competence; analysis and application of local, state, and federal legislation relating to curriculum content.

362. Educational Foundations of Administration: School Business and Management (5)

Major competencies include examination synthesis and application of contemporary management theory; management of human and physical resources; time management; use of management tools; state, school board, district, and school management policies and procedures; management of federal, state, and local educational programs.

363. School Law for Administrators (3)

Major competencies include constitutional, statutory, and case law that relates to all school personnel, pupils, school districts, and other educational units; contracts, dismissals, certification, tenure, retirement, pupil injuries, liability of school personnel, rights of patrons, contractual authority of boards, tort liability, and civil rights.

364. School Finance for Administrators (3)

Major competencies include school budget policies and procedures; accounting; revenues; local, state, county, and federal funding and finance; planning and forecasting; purchasing, budgeting, and financial reporting; financial and legal responsibilities; financial liability.

365. Personnel Practices and Theories (3)

Major competencies include personnel recruitment, selection, classification, monitoring and evaluation of performance; procedures for performance evaluation; employee relations; collective bargaining; certified and classified personnel practices; grievance procedures; affirmative action.

366. Sociopolitical Aspects of Educational Administration (3)

Major competencies include theoretical and practical application and approaches to the sociopolitical aspects of education; roles of interest groups, coalitions, associations, lobbyists, elected officials, legislators; policy making at the federal, state, and local levels; community needs and relation-

ships; understanding and work with ethnic and socioeconomic groups.

367. Practicum in School Administration (3–6)

Major competencies include supervised field experience in applying the theories and techniques of school administrators. Students are required to demonstrate the major competencies developed throughout the school administration program.

368. Administrative Internship (4–12)

The administrative internship program provides on-the-job administrative and supervisory experiences in the school district where the candidate is employed. The overall purpose is to prepare candidates for the administrative credential with the opportunity to demonstrate and test their administrative competencies while completing course work for the Administrative Services Credential. The field experience program includes a seminar in which the seven major competencies in the Education Leadership course are studied in relation to field work.

370. Contemporary Issues in Education (3)

Major competencies include examination and analysis of controversy in the field of education; theory and practice in ethical decision making and value clarification in educational issues; critical thinking; conflict resolution and behavioral analysis in advocate and nonadvocate positions; moral considerations in a pluralistic society; accountability; human rights; power vs. powerlessness; traditionalism vs. progressivism. This class directly involves the analysis of differing viewpoints on contemporary issues of the time, resolving these issues through case study methodology.

371. Educational Foundations of Higher Education Administration (5)

Major competencies include examination of the basic aspects of college and university administration, from the role of trustees to institutional governance and organizational process. Various models of institutional organization will be considered from a practical and a conceptual perspective.

399. Thesis (3–6)

An optional course, usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student's field of specialization. It should make a scholarly contribution to the extant body of knowledge in this area and review the principal sources of knowledge. Format should follow that established by the American Psychological Association. Supervision and review of the thesis will be provided by faculty member(s) designated by the dean of the Division of Counseling Psychology and Education.

MATHEMATICS

101. A Survey of Geometry (5)

Topics include projective, advanced Euclidean and non-Euclidean geometries.

102. Advanced Calculus I (5)

Topics include vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, and an introduction to the Fourier series.

105. Theory of Functions of a Complex Variable (5)

Topics include analytic functions, Cauchy integral theorems, power series, conformal mapping, and Riemann surfaces.

111. Abstract Algebra I (5)

Topics are selected from the theory of groups. *Prerequisites: 52 and 53 or equivalents.*

112. Abstract Algebra II (5)

Topics include rings and ideals, algebraic extensions of fields, and the Galois theory. *Prerequisite: 111.*

113. Topology (5)

Topics include set theory, topological spaces, continuous functions, product spaces, separability and compactness, metric spaces, and metric topologies.

122. Probability and Statistics I (5)

Topics include axioms and postulates, combinatorial problems, conditional probability, independence, random variables, and distributions. *Prerequisite: 21.*

123. Probability and Statistics II (5)

Topics include expectation, characteristic functions, infinite sequences of random variables, point estimation, statistical hypotheses, and confidence intervals. *Prerequisite: 122.*

133. Logic and Foundations (5)

Topics include deductive theories, theories and models, consistency, completeness, decidability, the theory of models, the cardinality of models, and some related topics of metamathematics and foundations. *Prerequisite: 32 or equivalent.*

134. Set Theory (5)

Topics include naive set theory, cardinal and ordinal arithmetic, the axiom of choice and the continuum hypothesis, and axiomatic set theory.

144. Partial Differential Equations (5)

Special topics in higher mathematics useful in applications to the physical sciences, such as special functions of mathematical physics, the Fourier series, partial differential equations, and boundary value problems.

153. Intermediate Analysis I (5)

A rigorous investigation of the real number system, concepts of limit, continuity, differentiability of functions of one real variable, and theorems of differential and integral calculus. *Prerequisite: 102.*

154. Intermediate Analysis II (5)

Continuation of Math 153.

155. Ordinary Differential Equations (5)

Topics include existence and nature of solutions, oscillation theory, orthogonal functions, and partial differential equations. *Prerequisite: 102.*

161. Automata Theory (5)

Topics include mathematical preliminaries, formal systems, tabular and graphical representation of automata, deterministic and nondeterministic finite automata conversion, parallel and serial decomposition, Turing machines and the halting problem, finite transducers, acceptors, and generators, and the theory of translations. *Prerequisites: EECS 15 and MA 52.*

162. Formal Languages (5)

Topics include formal grammars, definitions and classifications, classes of languages, normal forms, grammars as language generators and recognizers, finite state machines, pushdown automata, unsolvability, the Post Correspondence Problem, the Kleene hierarchy, LL and LR grammars, and the applications to recognition of context-free languages. *Prerequisite: 161.*

163. Theory of Algorithms (5)

Topics include numerical algorithms, random number generators, polynomial multiplication, fast Fourier transforms, non-numerical algorithms, sorting, searching, graph operations, and classification of algorithms P and NP completeness. *Prerequisites: EECS 12 and MA 52.*

164. Computer Simulation (5)

Topics include techniques for generation of probability distributions, computer models of queueing, inventory and scheduling, simulation of economic systems, and Monte-Carlo methods for physical systems. NCX*

165. Linear Programming (5)

Topics include algebraic background, transportation problems, general simplex methods, linear programming and theory of games, and numerical methods.

* Exempted from challenge

166. Numerical Analysis (5)

Topics include interpolation formulas, numerical differentiation and integration, and numerical solution of algebraic, transcendental, and differential equations.

167. Switching Theory and Boolean Algebra (5)

Topics include Boolean algebra, combinatorial and sequential circuits, Mealy and Moore models of sequential machines, the state assignment problem, multiple input changes, minimization: normal form. Quine-McCluskey, state minimization and equivalence, synchronous networks, asynchronous networks, and essential and nonessential hazards.

168. Computer Graphics (5)

Topics include systematic and comprehensive overview of interactive computer graphics such as mathematical techniques for picture transformations, and curve and surface approximations.

170. Development of Mathematics (5)

A selection of mathematical concepts given with their historical context.

172. Problem Solving (5)

Use of induction, analogy, and other techniques in solving mathematical problems.

174. Differential Geometry (5)

An introduction to curves and surfaces, differential forms, Frenet formulas, frame fields, and differentiation on surfaces. *Prerequisite: 53 or equivalent.*

175. Theory of Numbers (5)

Topics include fundamental theorems of divisibility, primes, congruences, number theoretic functions, Diophantine equations, quadratic residues, and partitions.

176. Combinatorics (5)

Topics include permutations and combinations, generating functions, recursion relations, a selection of topics from combinatorial geometry, graph enumeration, and Polya counting theorem.

177. Graph Theory (5)

Selected topics include planarity, connectedness, trees (enumeration), diagraphs, graph algorithms, and networks.

270. Advanced Topics for Secondary School Teachers I (5)

Special topics in geometry, topology, combinatorial mathematics, algebra, and number theory for secondary school teachers of mathematics.

271. Advanced Topics for Secondary School Teachers II (5)

Continuation of 270.

290. Master's Essay (1–5)

The goal of the M.S.T.M. essay is to develop an original contribution to the field of mathematics teaching. The topic must be appropriate to the secondary curriculum and developed with mathematical skill and precision. *Note: This course may be taken twice for credit.*

299. Directed Reading/Directed Research (1–5)

Reading and investigation are completed under the direction of a staff member. This course can be used only to extend, not to duplicate, the content of other courses and may be repeated several times for credit, provided the subject matter changes from time to time.

8

University Religious, Social, and Cultural Life

CAMPUS MINISTRY

The Campus Ministry staff at Santa Clara reflects the reality of the Church today—a group of lay women and men, women religious and clergy, who encourage all members of the University community to deepen their Christian commitment to "the service of faith, of which the promotion of justice is an absolute requirement" (Degree 4, 32nd General Congregation to the Society of Jesus).

To attain this end, Campus Ministry offers to the University community a variety of weekend and overnight experiences, from silent retreats to discussion and reflection sessions. Campus Ministry also sponsors guest speakers, workshops, and service opportunities in the community. Campus Ministry is responsible for the coordination and preparation of Eucharistic Celebrations in the Mission Church.

In the Christian Life Community, students acknowledge their love of God and each other through the Spiritual Exercises of St. Ignatius Loyola. In all of this, Campus Ministry is guided by the words of the prophet Micah:

> This is what the Lord asks of you,
> Only this,
> To act justly
> To love tenderly
> To walk humbly with your God.

STUDENT LIFE

Participation in extracurricular activities is encouraged as part of the total development of the Santa Clara student. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds and wherein freedom of inquiry and expression enjoy the highest priority.

The following sections describe various aspects of student life and services. More detailed information is provided in the *Student Handbook*, which may be obtained by writing to the Office of the Dean of Students.

Athletics

The University maintains a well-balanced program of intercollegiate, instructional, and intramural athletics.

Intercollegiate competition for men is conducted in football, basketball, baseball, tennis, water polo, golf, soccer, crew, bowling, cross-country, volleyball, lacrosse, and rugby. Intercollegiate competition for women is conducted in volleyball, basketball, softball, tennis, cross-country, soccer, and crew. All of these sports compete against opponents of recognized national standing.

The University is a member of the National Collegiate Athletic Association, West Coast Athletic Conference, Western Football Conference, California Collegiate Women's Soccer Conference, and the Pacific Soccer Conference.

STUDENT ACTIVITIES

The Student Activities Office is available to assist students in maximizing their educational opportunities outside the classroom and to promote the value of community service for all student organizations. The office staff function as advisers to the Associated Students of the University of Santa Clara, including the Executive Board, Student Senate, Board of Constitutional Review, and Social Presentations. They also advise the Santa Clara Community Action Program and the Special Olympics Committees.

This office also administers the University recognition procedure for all student clubs and organizations. Students interested in joining a student organization or forming a new club or organization are encouraged to come by the Student Activities Office for more information.

A number of leadership workshops for student organization leaders are offered throughout the year. Workshops cover such topics as membership recruitment and retention, planning effective meetings, leadership transition publicity, fund raising, program planning, organizational finances, and program evaluation.

Students who desire to participate in a leadership workshop or need advice on any matter relating to a student organization should contact the staff in the Student Activities Office for assistance.

Student Organizations

Students can become involved in a number of the more than 70 academic, recreational, religious, social, ethnic, and political organizations active on campus. Information on how to join an organization is available in the Student Activities Office.

Santa Clara Community Action Program The Santa Clara Community Action Program (SCCAP) is a student volunteer organization founded in 1966. The volunteer opportunities that it offers in schools, hospitals, special educational centers, and the local jail system provide experiences in education, law, medicine, psychology, religious studies, and sociology. This exposure is not only useful in making wise career decisions, but important in the sharing of moral values.

Debate Santa Clara has traditionally had one of the strongest intercollegiate debate teams in the western United States. The team participates in approximately ten tournaments annually, including several out-of-state invitationals.

The program is open to participation by all students and some scholarships are available to those with previous experience in national contests. For information regarding these scholarships, contact the Office of Financial Aids.

KSCU-FM Radio KSCU-FM is managed and operated solely by Santa Clara students. It is designed to train students in broadcasting skills and to provide the University community with music, news, sports, and public service information.

The Owl *The Owl,* founded in 1869, is the University's literary magazine and the oldest college publication in the West. It invites authors from every academic area to present their works for publication. Published twice a year, the magazine includes essays, journalistic pieces, short stories, poetry, and reviews.

The Redwood Having recently published its eightieth edition, *The Redwood,* the University's student-produced yearbook, continues to record the annual story of the University. Over the years, *The Redwood* has earned a reputation for trendsetting and creativity in text, photography, layout, and graphic design.

The Santa Clara As the weekly campus newspaper, *The Santa Clara* reports on current events, sports, entertainment, and people. Outstanding coverage and design recently earned *The Santa Clara* an award that placed it in the top sixth of the country's university papers. All students, both undergraduate and graduate, are welcome to join the staff of nearly 75 students who work in reporting, photography, graphic design, typesetting, advertising, and layout.

STUDENT SERVICES

Listed below are the many services and programs established to meet the needs of students. Each center provides a variety of programs to encourage personal growth.

Academic Resources

The Office of Academic Resources is located on the second floor of the Benson Memorial Center and offers several programs to assist graduate students with their academic adjustment. Training in study skills, including coping with test anxiety, is available through workshops or individually. Academic Improvement Groups meet every term to improve general academic adjustment and to help students with time management, study reading, notetaking, and other study skills. Tests 'n Tension Groups help students prepare for and improve performance on different types of exams. For students who want to work on their own, there are self-paced instructional programs in comprehension, grammar, memory, spelling, notetaking, and other study skills. A limited number of opportunities are available for graduate students who wish to work as tutors for undergraduate courses. Students interested in employment as a tutor should see the Director of Academic Resources.

Black Student Affairs Office

The Black Student Affairs Office addresses the various needs of black students and promotes understanding and cooperation among members of the University community.

The office provides peer group counseling, plans cultural programs, and explores employment opportunities. The office also acts as liaison between the University and the black community of Santa Clara and San Jose, and serves as sponsor of the black student organization *Igwebuike* to promote mutual interests.

Career Development and Placement Center

The Career Development and Placement Center provides a variety of services to assist students in clarifying, planning, and achieving their career goals.

A professional staff of counselors offers career counseling to individuals and groups. Workshops are held regularly on such topics as self-assessment, career planning, resume writing, interviewing, and job hunting. Programs have been developed that bring professionals from various industries to present information about career fields. A special program offers students an opportunity to speak with alumni in various careers.

The Career Development and Placement Center maintains strong contacts with employers. Job listings are available for full-time, part-time, summer, internship, temporary, and work-study jobs. Over 200 local and national employers visit campus to recruit students for career placement. An extensive file is maintained with names of contacts at employing organizations.

Chicano Affairs Office

The Chicano Affairs Office provides support and assistance to students who identify themselves as Chicanos or Latinos. The office provides personal counseling, cultural programs, learning assistance, and community outreach programs. Many activities are sponsored in conjunction with MECHA-El Frente, the Chicano student organization.

Counseling Services and Programs

Counseling Services and Programs, located on the second floor of Benson Memorial Center, offers free professional counseling to all undergraduate and graduate students. Confidential psychological counseling in a supportive atmosphere is designed to help students attain greater self-understanding and become more personally effective. Some of the concerns that students discuss with counselors include stress, depression, sexuality, individual identity, and family, friendship, and love relationships. The special issues of minority and international students are recognized. In addition to individual, couples, and family counseling, small groups and workshops related to topics of general interest are frequently offered. Consultation and referral for faculty and staff and training opportunities for graduate students in Counseling are also available.

Students in crisis or with urgent needs can be seen immediately on a walk-in basis, and regular appointments through the receptionist can usually be made

within one week by calling 554-4172. Counseling hours are Monday through Friday, 8 a.m. to 5 p.m., and Tuesday evenings, 5 p.m. to 7 p.m.

Grants and Fellowships Office

The Grants and Fellowships Office, located in the rear of the Varsi building, assists juniors, seniors, and graduate students, who plan to enter graduate or professional studies, in selecting a school and in securing financial aid. It offers counseling, conducts workshops on writing statements of purpose, maintains a collection of directories and more than 800 catalogs, and arranges campus interviews with various graduate school representatives including the International Graduate School of Management and the Harvard School of Government.

For national and international competitions for scholarships in which candidates must be officially nominated or endorsed by the University, the Director of the Grants and Fellowships Office, together with several members of the faculty, selects the nominees and arranges the endorsements. This office does not award fellowships, scholarships, or other financial assistance for study at Santa Clara or elsewhere.

International Student Services

Services for international students are provided through Academic Resources. These services include special events and speakers, activities with the International Club, and programs such as International Friends, Hospitality, and English Conversation Partners.

Student Health Center

Health services are located in the Cowell Health Center on campus and are under the supervision of the University Physician.

Students may see the physician by appointment or for emergency drop-in services 9:00 a.m. to noon and 2:00 p.m. to 5:00 p.m. weekdays while the University is in session. Nurses are available 24 hours per day every day. There are infirmary beds for those too ill for dormitory or apartment living but not sick enough to need hospitalization.

All full-time undergraduate students and full-time law students are eligible for medical care at the Center. Graduate students and part-time undergraduate students, on payment of a minimal health service fee per quarter, are also eligible for medical care. With the exception of drugs, laboratory work, and x-rays, no fee is charged to students using the service. Extra insurance coverage for outside care or other special needs is available and recommended for all students. Inquire at the Student Health Center for information.

All full-time undergraduate and law students are required to have a pre-entrance health examination by their personal physician.

Women's Center

The Women's Center, on the second floor of Benson Memorial Center, is a place where the women of the University can find support, information about

women's issues, and community referrals. The Center is open to all students, graduate and undergraduate, as well as faculty and staff. Beyond offering support to individuals, the Center sponsors various programs ranging from special speakers and workshops to social events for re-entry, graduate, and undergraduate students.

9

Facilities

Adobe Lodge

Adobe Lodge is the oldest building on campus. Restored in 1981 to its 1822 decor, the Lodge contains a presidential dining room as well as central and private dining facilities for faculty and staff.

Benson Memorial Center

The Robert F. Benson Memorial Center is the hub of campus life. The Benson Center is designed to meet the various needs of students, faculty, staff, alumni, and guests and to provide an environment for the eduation of the whole person that continues outside the classroom. Among the many services and facilities available are the Information Desk, Game Room and Lounge, Benson Cafeteria, Bronco Corral, Shapell Lounge, parlors, and Williman Room. Also housed in the building are the bookstore and post office, in addition to a number of student services offices and the offices of Campus Ministry and Associated Students.

Classroom Buildings

Nine classroom buildings house not only some 72 classrooms but numerous administrative offices as well. Mayer Theatre and three Fine Arts buildings also provide special classroom, rehearsal, and performance facilities.

Cowell Health Center

The Cowell Health Center offers health services to students, as described on page 59, and also houses the Public Safety Office and the University Personnel Department.

de Saisset Museum

The de Saisset Museum includes American, European, African, and Oriental art, as well as historically important objects from the early days of Mission Santa Clara. In addition to its permanent collection, it features special exhibitions of traditional, modern, and contemporary art.

Museum hours are Tuesday through Friday, 10:00 a.m. to 5:00 p.m.; Saturday and Sunday, 1:00 p.m. to 5:00 p.m.

Leavey Activities Center

Leavey Activities Center is a widely used extracurricular outlet at Santa Clara. Since the construction of the Leavey Center, which has approximately two acres of recreational facilities, the intramural and recreation programs have achieved 80 percent student participation and maintained a high level of interest in competition, recreation, and social activity.

Included in the Center are the Toso Pavilion for basketball, racquetball courts, volleyball area, swimming pool, men's and women's locker rooms, weight training section, sauna, and steam rooms. With such facilities and activities, the Leavey Activities Center has fulfilled its design for use by students, faculty, and staff of the University. It also continues to serve as a setting for cultural and social events.

A monthly schedule of hours and activities is posted on the Leavey bulletin board. Students must present validated ID cards to attendant upon entering.

Louis B. Mayer Theatre

The 500-seat Louis B. Mayer Theatre is designed to provide the traditional proscenium stage common to most theatres, as well as orchestra pit and thrust elevators that can be raised or lowered electrically. In a remarkably simple procedure, a wall is moved, a few seats are relocated, and the main theatre is re-oriented to a new dramatic form that extends the stage into the auditorium so that the audience surrounds the action on three sides.

The Mayer Theatre also has a special floor constructed for dance, as well as a large movie screen and film projector.

The Fess Parker Studio Theatre, housed within the Mayer Theatre complex, has no fixed stage or seating. Its "black box" design, complete with moveable catwalks, provides superb flexibility in an experimental setting.

Mission Santa Clara

The Mission Church marks the historic heart of the University. Adjacent to the beautiful Mission Gardens, the Church holds regular services and provides a place for quiet reflection.

Nobili Hall

Nobili Hall provides on-campus housing for the University's Jesuit community. The four-story facility, named for John Nobili, first president of the college, contains a dining area and a chapel.

Michel Orradre Library

The Michel Orradre Library, with 110,000 square feet of space, has some 428,000 books and periodicals and 370,000 microforms. It is an official depository for both California state and U.S. government documents, which number some 240,000.

The Library has an open-shelf plan and is open seven days a week for a total of 106 hours.

Holdings in biology, chemistry, and physics are maintained in the Science Library in the Edward Daly Science Center.

Detailed information regarding the use of Michel Orradre Library is available in the *Library Handbook* published by the library staff.

Ricard Memorial Observatory

Named after Father Jerome S. Ricard, S.J., Santa Clara's "Padre of the Rains" who was most famous for his "sunspot theory" of weather forecasting, the Observatory now houses all of the University's audio-visual equipment.

Buck Shaw Stadium

Built in 1962 for Santa Clara's varsity football, baseball, and soccer programs, the 10,000-seat stadium and the surrounding practice fields are the outdoor facilities for Santa Clara's highly successful intercollegiate and intramural athletic programs.

Accreditations and Memberships

ONE HUNDRED AND THIRTY-FIFTH YEAR
1985–86

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Accredited by the American Assembly of Collegiate Schools of Business (Undergraduate and Graduate Programs)

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Admitted to Membership in the National Association of Schools of Music

Accredited by the American Association of Museums

Member of the American Council on Education

Member of the Council of Graduate Schools in the United States

Member of the American Council of Learned Societies

Member of the Association of Jesuit Colleges and Universities

Member of the Conference of Western Law Schools

Member of the College Entrance Examination Board

Member of the Association of American Colleges

Member of the Association of Independent California Colleges and Universities

Member of the Council for Advancement and Support of Education

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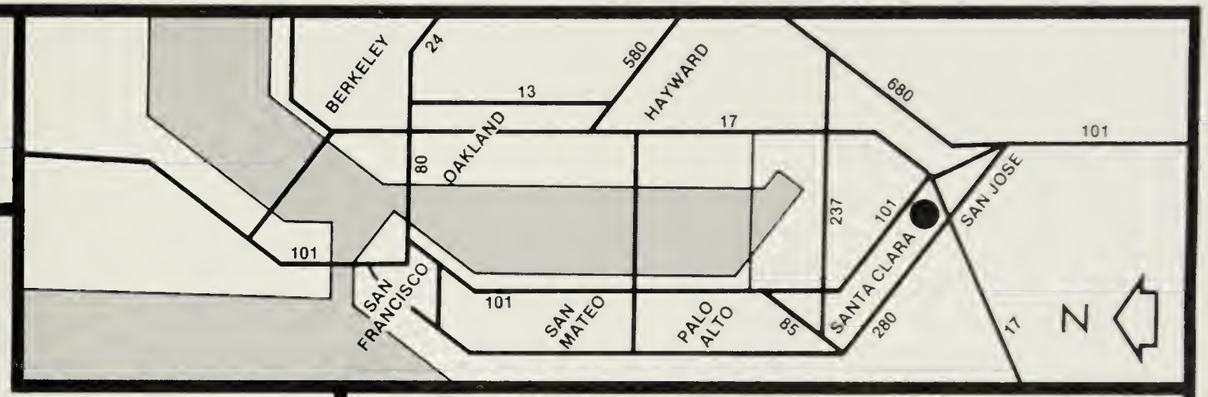
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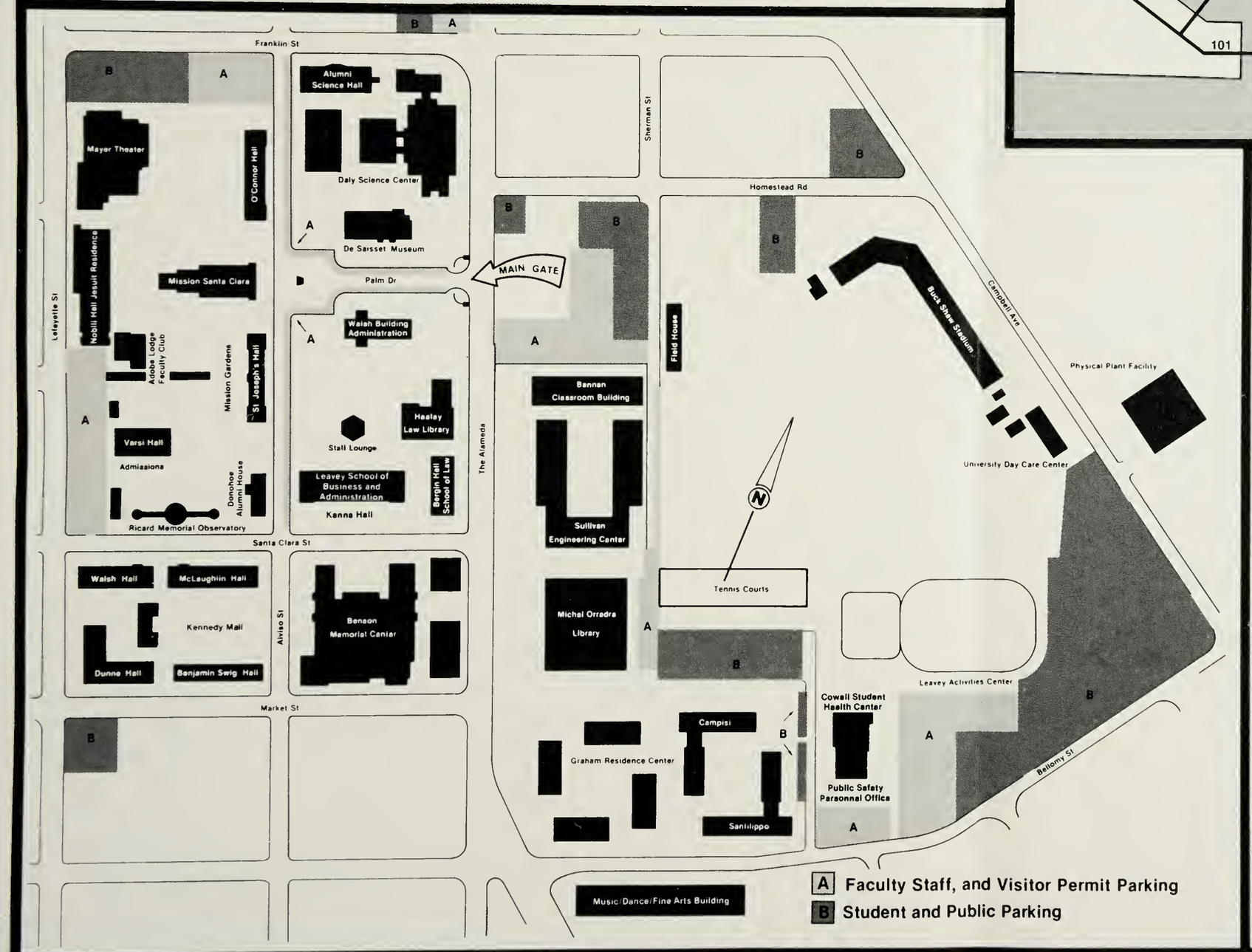
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